

Deductive versus Inductive Teaching



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The Effectiveness of Deductive versus Inductive
Teaching in a multilingual English language
classroom

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Foreword:

Emma College is a secondary school situated in the south of the Netherlands. The school offers all types of VMBO (the lowest level of Dutch secondary schools) and it houses a specialized department, known as the International Schakelklassen or ISK for the children of parents who have immigrated to the Netherlands for several reasons; they may have come to the Netherlands to work or they might be refugees who have left their home countries due to wars, famine or political problems there. After arriving in the Netherlands it is mandatory and necessary for these children to integrate into Dutch society and the ISK department at Emma College enables them to learn the Dutch language and prepare them for entry into mainstream Dutch education.

The Dutch language is in the case of the ISK-pupils, a second language. They have to use it in their daily lives and not just as if they were on holiday. This means that they might not be able, yet, to understand certain words and / or phrases. The Dutch language that they are learning should be promoted throughout all classes; this means that the teacher has to be aware of the language they are learning (in this case Dutch) and also has to correct them on certain errors they make. This means that they receive a great deal of second language instruction and the goal is to enable them to use the second language in the same way as their first language.

As the goal is also to prepare the ISK pupils for entry to Dutch secondary schools, however, they also have to learn English as a foreign language and this can be problematic as they then find themselves having to learn a third language, English, through a second language, Dutch, which they may have only a limited understanding of. The question therefore arises whether it might be better not to present the language to them deductively, by explaining the rules to them in Dutch, but by presenting it to them without rules and allowing them to establish these for themselves, namely inductively. This question had always interested me and it seemed particularly relevant in the ISK classes since the pupils came from such a variety of language backgrounds and their knowledge of both Dutch and English was quite limited. I therefore decided to use it as the basis for my research assignment.

There have not been a lot of problems while carrying out the research. The biggest problem was that there were some slight delays due to bank holidays or to the fact that the classes had been out of school for an excursion. This meant that, at a certain point, the classes did not have the same lessons and in the end they did not have the final test in the same week. Therefore it was requested, to the class which had taken the test first, that they did not speak to the other class about the test.

I would like to thank my pupils, my supervisor Mandy Jackson, my mother and everybody who helped me in any possible way.

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D.M.H. Schröder

Summary:

At Emma College, there is a department which houses pupils from foreign countries. These pupils have Dutch as a second language and when teaching these pupils a teacher often has to explain certain words and / or phrases in Dutch since pupils are not able to understand them. Therefore, teaching grammatical structures can be quite complex since they do not know the meaning of certain words and / or phrases. It might be, therefore, easier to teach these children inductively since they are able to form the rules for themselves which will make them more understandable for the pupil. When teaching, it is difficult for the teacher to involve pupils in the lesson but at the same time deal with everything (i.e. all other aspects of teaching) that needs to be dealt with. Involving the pupils can mean playing meaningful games or having a class discussion so that they have the opportunity to speak the language, but then there would often not be enough time to deal with the grammar item. Dealing properly with the grammar item means (for many teachers) standing in front of the class and explaining the item while the pupils make notes. It is therefore difficult to decide what to do, teaching deductively or inductively.

Deductive teaching means explaining the rule and paying conscious attention to it, inductive teaching means that pupils discover the rule and that they are involved in the learning process. But what is more effective?

And that is why this study is focussing on the following question:

Is deductive teaching or inductive teaching more effective in multilingual secondary school classes in English lessons?

For this piece of research, two groups were selected. One acts as the control group, the other as the experimental group. The control group is taught deductively while the experimental group is taught inductively. For this reason, groups have been selected which are as similar as possible. The groups have been selected on the similarities they have: both classes are approximately the same size. In order to establish whether the pupils learned more from an inductive approach than from a deductive approach, a sequence of five lessons was developed using the four phase model. Both lesson sequences were identical except for the presentation phase. One group received five lessons where the presentation phase was deductive and the second group received five lessons where the presentation phase was inductive. After these lessons were given to both classes, they received a test. The test was exactly the same, the pupils were allotted same amount of time for the test, the exercises were the same and in the beginning they both received the same explanation.

When the test was taken the results were compiled. For each exercise and the total amount of points an average was calculated and the lowest and highest marks were displayed, this was done for both of the groups. When looking at the results it was clear that the group which was taught deductively had higher average marks on all exercises (therefore the average total mark was higher) and when looking at the lowest and highest score for an exercise it is also clearly shown that the deductive group scored higher.

The reasons why the groups which had been taught deductively had higher test results than the group which was taught inductively are then explored and a number of explanations are offered. The recommendation, however, is that further research should be carried out because of the limited timeframe in which the research had to take place and the limited number of classes.

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Introduction:

“A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied. An inductive approach starts with some examples from which a rule is inferred.” (Thornbury, 2008)

In many school classrooms, be they physics, history or language classrooms, the teacher often sees his role to involve the presentation and explanation of “the rule”. He or she will stand in front of the class for ten minutes explaining the rule while the pupils sit there and listen. The lesson is rule-driven (Thornbury, 2008) and the teacher teaches deductively.

However, deductive teaching is not the only approach open to a teacher; a teacher can also teach inductively. This is when pupils discover the rule through exposure to input. Carrie Haight conducted a research in elementary foreign language college classes in which she researched which approach, deductive or inductive teaching, was more effective. In her introduction she states what she observed when looking at a deductive lesson (Haight, 2007).

She observes that in a guided inductive approach the students were exposed to the grammar item through an activity which was entirely in French. Afterwards the instructor and the students discussed how the grammar item functions, again in French. The deductive approach she observed to be different. The grammar item was explained by the instructor with the help of examples (in the student’s mother tongue and this was practised by an activity which was in French.

Haight mentions in this piece that she noticed that when the teacher used a deductive approach the teacher presented the rule of the grammar item and that only after this explanation there was time for practicing the item by means of exercises and activities.

This is a view which many people share when recalling their own foreign language lessons and sadly enough, some pupils go through this process about six hours per day and five days per week as teacher after teacher follows a similar “rule driven” pattern. Therefore it should be understood that pupils’ concentration is lower at the end of a school day than at the beginning of a school day. A lot of interns experience this many times in internships, the highlight of the pupils’ day is when they have a drawing lesson or an arts & crafts lesson, because they are able to do something active. At Fontys University of Applied Sciences aspiring teachers are taught to involve pupils as much as possible in the learning process. A teacher can do this by using different methods of working together or by explaining an item inductively. Instead of presenting the pupils with the rule for a particular grammar point, a teacher is encouraged to help them discover the rule for themselves by giving examples and to let them infer the rule. Another way of teaching inductively is by using realia (Thornbury, 2008).

There are two ways of explaining an item, deductively or inductively. It would be interesting to know what is more effective for the ISK-pupils, because if inductive teaching proves to be more effective then lessons can be more motivating for pupils. When teaching a foreign language in a language that is already their second language it is interesting to know what would work better. When dealing with this kind of pupils it is difficult for them to understand certain words and / or phrases since they might not be familiar with them. When dealing with something as complex as grammatical structures it might be even more difficult. It might be, therefore, easier to teach these children inductively since they are able to form the rules for themselves which will make them more understandable, as they will not first have to try to understand the Dutch rule before they try to understand the rule, and it might be more memorable for the pupil (Thornbury, 2008).

The inductive approach seems to be the same way as one's first language is acquired, by being exposed to a massive amount of input. It is also called the "natural" route (Thornbury, 2008). This corresponds with Krashen's first hypothesis from his Monitor Model, "Acquisition versus learning". Krashen proposes that we learn by being exposed to samples, so there is no conscious rule learning (Lightbrown and Spada, 2011; Krashen, 1982). This approach can be more motivating because pupils are actively involved in their learning process, discovering the rule and dealing with problems that arise are done collaboratively and because pupils discover the rules for themselves it is more likely to fit in their own mental structure and this makes the rule(s) more meaningful, memorable and serviceable (Thornbury, 2008).

In this thesis the answer will be given to the following question: "Is deductive teaching or inductive teaching more effective in multilingual secondary school classes in English lessons?"

The goal for this thesis is to explore whether deductive or inductive teaching is more effective by finding out whether pupils who are taught inductively achieve better test results than a similar group of pupils who have been taught the same material deductively. Test results can increase because pupils are more motivated and motivation can increase by active involvement in the learning process. Pupils might also be able to develop language skills better through collaboration with capable peers. When pupils work with more capable peers they learn from each other and they also enjoy working together. If lessons are more engaging, pupils will have more joy in learning and therefore learn an item quicker and better. This can be concluded from the research conducted by W.H. Winch. In his research "Inductive versus deductive methods of teaching: an experimental research" he concludes that pupils who were taught inductively had better results than those taught deductively when applying themselves to new material

The thesis will outline the theories of second language learning which have led researchers to conclude that languages are best learned when they are learned in a similar way to the first language, namely in a more communicative way with less attention to form and structure and more focus on the message. These theories resulted in the adoption of a more inductive approach to language teaching.

The design of the study and the reasons behind this particular structure then be presented and a number of reasons are given for not replicating certain studies which suggest that inductive teaching is more effective.

Choosing test classes was an important part of this study. When determining which classes could be best used certain factors had to be kept in mind. The third section presents the background of the classes, similarities and differences between the classes and the reasoning behind choosing these classes. The next section will focus on the lesson sequence that was given to the test classes. The differences between the lessons and reasons for the number of lessons will be given, as well as the goals of the lessons.

The test that was given to the classes will be outlined in the fifth section. The test exercises which were used will be explained, including the reasoning for choosing these particular exercises, and the preparation of the test will be presented.

The last section will present the results of the test and each exercise will be analysed according to the results both test classes received so that a conclusion can be drawn about the effectiveness of inductive and deductive teaching.

Chapter One

A Brief Review of Second Language Acquisition Theory

When considering how to teach a second or third language, it is important to keep second language acquisition theories in mind. Second language acquisition theories explain how a second language can be learned but these theories often derive from other linguistic or psychological theories. The theories from which they stem often apply to other skills or even first language acquisition.

A notable figure in the development of second language acquisition theories is Lev Vygotsky. Vygotsky was a Russian psychologist and most known for his Zone of Proximal Development. This theory was first designed to call attention to a method which was similar to inductive teaching. Vygotsky was against the use of academic and knowledge-based tests to see whether a pupil had learned. He argued that it was better to examine a person's ability to solve problems independently and with the help of a guide instead of measuring what one has learned. The Zone of Proximal Development is the distance between the actual level of development (often determined by the age of the learner) and the level of potential development under guidance or in collaboration with more capable peers.

For example:

Two boys, both aged ten, are trying to acquire a certain skill in school. Both children are given tasks which are meant for a higher level / age (age 14). They both get some assistance with doing these activities. One of the boys was able to solve the problems while the other boy was not able to solve them (the latter was able to solve problems intended for age 11). The difference between a child's actual mental age and the level he reached when assisted in solving problems is the Zone of Proximal Development. The first boy has, therefore, a Zone of Proximal Development of four while the other boy has one of one. The higher the Zone of Proximal Development the better the child will do in school (Vygotsky, 1986).

As seen in the example, the boy with the higher Zone of Proximal Development was better in problem solving since he was assisted and therefore was able to reach a higher level. The boy was ten years old (this is the actual level of development) and he was able to solve a task intended for someone age fourteen (this is, therefore, the level of potential development). This difference between these ages, four in this case, is the Zone of Proximal Development. It is intended that the child learns from this growth and acquires skill or skills beyond its own level.

As seen above, Vygotsky does not specify for which skill or skills in learning his Zone of Proximal Development is, therefore it is applicable for all skills in learning. Later on in this chapter it will explained how this theory relates to second language acquisition.

A second important theory which influenced second language acquisition theories is Noam Chomsky's theory of Universal Grammar. Chomsky is an American linguist and has been described as the father of modern linguistics.

Chomsky's theory of Universal Grammar states that everybody has an innate set of grammatical rules which assign structural descriptions to sentences without ever having to have learned a grammatical rule (Chomsky, 1965). Chomsky is convinced that everybody is born with a set of grammatical rules which ensure that somebody knows when something is right or wrong in a foreign language without ever having to have learned a grammatical rule of this language (one has an innate understanding for

how languages are structured). According to this theory, Chomsky believes that if a sentence is uttered wrong in another language, one should know it is wrong even though one might not know what is wrong. Chomsky also believes that when learning a language, the language follows its own pattern and it is learned naturally. This stems from believing that one learns a second language in the same way somebody learns his or her first language (Chomsky, 1965).

Both of these thinkers have greatly influenced the development of theories on second language acquisition / learning over the last fifty years, in particular Stephen Krashen's Monitor Model. Krashen is an American linguist who developed his Monitor Model in the 1970s and 1980s. It consists of five hypotheses which can be seen to have their roots in the theories of both Vygotsky and Chomsky outlined above.

The first hypothesis is "Acquisition vs. Learning". Acquisition, in this case, means that we learn by being exposed to language input. We learn like children who acquire their first language. By being exposed to this input one learns the rules and how to use them unconsciously. Learning, in this case, means that we do learn by conscious attention to form and rule learning (Krashen, 1982). Formal (and deductive) teaching is an example of learning since in these classes formal attention is paid to the rules. The rules are explained and afterwards they are practised by means of exercises and activities. In Vygotsky's Zone of Proximal Development there is no conscious attention to form and rule learning since pupils learn from more capable peers or under guidance. This corresponds with the first part of this theory since acquisition also does not pay attention to form and rule learning. The unconscious attention to form and rule learning corresponds with Chomsky's theory of Universal Grammar since he states that everybody has an innate set of grammatical rules and one should know when something is wrong. And if there is enough practice with the language one is able to correct the mistakes which are made.

The second hypothesis is the "Monitor Hypothesis". This hypothesis states that; "the acquired system initiates a speaker's utterances and it is responsible for spontaneous language use." (Spada, 2011). The acquired system is the language which is acquired and if the user has enough time to practice, this acquired system can act as an editor / monitor. This monitoring ensures minor changes and polishes in the language (Krashen, 1982).

Hypothesis number three is the "Natural Order Hypothesis". Learning a second language unfolds in predictable patterns. It does mean that language features that seem the easiest to learn do not have to be the first ones to be learned (Krashen, 1982). Take the present simple for example; you only need to add an -s to the end of a word but some users are not able to master this even though they might know more difficult rules like the present perfect. This is similar to Chomsky's theory of Universal Grammar since both theories agree that language follows its own pattern and it cannot be forced.

The fourth hypothesis is the "Input Hypothesis". This hypothesis states that learners are able to learn a language or a specific item of that language that is slightly more difficult than what they have already acquired. Krashen shows this by "i + 1". "i" being the level the pupil has and "+ 1" the language that is a step beyond his or her level (Krashen, 1982). This Input Hypothesis and the Zone of Proximal Development are very similar. Both build on the fact that the input which is received is slightly more difficult than what the learner knows and / or is used to. Krashen, however, does not state if this has to be done individually or collaboratively. But when looking at his Input Hypothesis it can be noticed that it has a lot of similarities with Vygotsky's Zone of Proximal Development, Vygotsky does state that tasks should be done together. He believes that learners learn from more capable peers and therefore tasks should be done collaboratively. Krashen's Input Hypothesis reflects Vygotsky's Zone

of Proximal Development in several ways, for example both build on the fact that what the learner learns is beyond his or her level. Because of these similarities it is believed that tasks should be done collaboratively instead of individually. It also suggests that we learn by interaction, by practice with someone who guides us toward the next stage in our learning. This in turn suggests that learning takes place not by means of conscious focus on rules but through experience and the encouragement to work things out for ourselves.

The fifth and last theory is the “Affective Filter Hypothesis”. This hypothesis states how affective factors relate to the second language acquisition process (Krashen, 1982). Affective factors are factors that relate to, arise from or influence feelings or emotions. These factors can affect the learning process. If a pupil is not feeling well emotionally he or she will learn not as well as he or she should (be it in language learning or other aspects of learning). The language is filtered due to the affective factor. If there are few factors involved the affective filter is low. If the affective filter is low than pupils are able to learn better than when the affective filter is high, it is a metaphorical barrier.

Krashen suggest that language acquisition uses the same processes for second language acquisition as well as for first language acquisition (Krashen, 1981). This is why, when looking at his Monitor Model, we see that several of his hypotheses reflect the ideas of Vygotsky and Chomsky.

Chapter Two

Framework of the Study

When deciding how to conduct this study, several other studies were looked at in order to determine the most effective way of conducting the research. These studies already carried out research on the effectiveness of inductive teaching. It was relatively difficult to find research on this topic since not a lot of research has been conducted in this field. Two previous studies were conducted which were relevant in deciding the structure of this research; one by W.H. Winch, carried out in 1913, and one by C.E. Haight, carried out in 2007.

The research that was carried out by W.H. Winch, “Inductive versus deductive methods of teaching: an experimental research”, was a good example.

Winch used a total of three different groups to carry out his research. The average age of the first group of pupils was 11 years and 8 months. Winch carried out a total of four tests with this group and the inductive group scored higher on all tests.

The second group of pupils and series of experiments had an average age of 13 years. Seven tests were carried out with this group and again the inductive group scored higher than the deductive group.

An average age of 9 years and 3 months was recorded for the third group and series of experiments. Eight tests were carried out in total and the inductive group scored higher.

Winch asked the teacher to let the pupils in the inductive groups define terms for shapes for themselves while on the other hand the pupils in the deductive groups were given the definitions. After this was done, Winch had an immediate test to see which group remembered the definitions better. After a certain amount of time pupils of both groups received another test and so on. When analyzing these test Winch was able to look at the long-term memory of the pupils and which method was more effective.

When looking at this research and deciding if, e.g. a reproduction of this research was doable, it was decided that this was not possible and when considering if his methods were useable it was decided that it was not doable and not realistic for this research. First of all, very different groups were available for this study. The groups which were used in Winch’s research were taught in their own mother tongue and he had far more time at his disposal. He was also looking at deductive and inductive teaching in general whereas this study aims to focus on the teaching of grammar. Winch’s pupils are of primary school age and therefore might need more lessons hence it was chosen to give fewer lessons since the pupils of the test classes are more advanced.

Secondly, he had the opportunity to test them for three months. In this study there is simply not enough time to test the pupils for three months, there is a flexible lesson plan to follow but at a certain point the classes will go their separate ways in these plans. The lesson plans are developed to support the pupils in a communicative way; the pupils in these groups need to make themselves understandable in an English speaking country. It is more important for them to, for example, ask for directions instead of knowing how to perfectly make a certain grammatical structure.

Thirdly and lastly, the groups have the same teacher for every subject since they are in primary school so when Winch gave his lessons he did not have a time limit; he could take as long as he thought was necessary. That is not the case in Dutch secondary education. A lesson takes 50 minutes and in those

50 minutes a teacher needs to do everything that needs to be done. In Winch's study there was the opportunity to deal with an item for the entire day, this study has only one hour per week to deal with a certain item.

C.E. Haight also carried out a study, "The Effects of Deductive and Guided Inductive Instructional Approaches on the Learning of Grammar in the Elementary Foreign Language College Classroom" (Haight, 2007), to decide what is more effective.

When looking at this study there were again unrealistic settings. Haight had more participants in her study, 47 to be precise. The test classes used in this research are very small since they need a lot of personal instruction and attention. Since only two groups could be used for testing, the number of participants is fewer.

In Haight's research eight grammatical structures were taught to the pupils (four were taught deductively and four were taught inductively). Haight's pupils were of a higher level and therefore were taught more grammatical structures. The pupils in the test classes of this research are of a lower level and therefore it was decided to give them fewer grammatical structures. This was also decided since the test, they would have at the end, would get too extensive for them.

Haight also uses pre- and post-tests in her design. This was not doable for these classes since they have never received any English language instruction. They have no prior grammatical knowledge to build on.

In Haight's study the classes received four hours of language class per week. This is not possible with the test classes, here researched, since they only receive one hour per week. They have less time to learn and receive input. This is also why fewer grammatical structures were chosen, there is simply not enough time.

The reasons listed above are the reasons as to why the classes receive a certain number of grammatical structures and a certain number of lessons.

It was chosen to teach five lessons to each class. One class would receive the grammatical structures deductively and the other class would receive them inductively. There are no reasons as to why one class receives the grammatical structures deductively or inductively, this was a random choice.

Each class was taught two grammatical structures (the present simple and the present continuous). These two structures were chosen since they are frequently used in the English language and often the first ones to be learned in a classroom.

Both classes received identical lessons except for the grammatical instruction. This was either taught deductively or inductively. It was thought to be important to give identical lessons since then both classes would learn the same item and receive the same kind and amount of practice.

In the end, both classes received the same test with the same instruction and they both had the same amount of time. This was to ensure that the results were not influenced by any outside factors and that the differences in results were due to the fact whether the class was taught deductively or inductively.

Chapter Three

Selection of Test Groups

In this chapter background information will be given on the test groups, similarities and differences between the groups will be pointed out and reasons will be given for choosing these two groups.

§3.1 Pupil background information

At Emma College, a VMBO-school located in Heerlen, the Netherlands. As had been said, the pupils in the ISK at Emma College in Heerlen come from a variety of different countries and from a variety of different backgrounds; some may be refugees who have had to flee from their country of origin; others may have been brought to the Netherlands by their parents who have moved here to work. These reasons for moving to the Netherlands can affect the pupil's behaviour and learning ability in the classroom. If a pupil has had a troubled past in its country of origin it might influence its ability to learn, it can act as an affective filter. Pupils are placed in classes according to the level of Dutch they have already acquired and the age range within a single class could be from 12-18. Due to the fact that the pupils have Dutch as a second language there can sometimes be a language barrier and it might not be the best choice to teach another language in Dutch because they might not understand certain words or phrases when a grammar item, for example, is explained. So for these classes it might be more effective to teach them inductively rather than deductively because when pupils discover the rule they are able to make it understandable for themselves instead of when a teacher forms the rule in words they might not even understand.

The following table shows information on individual pupils in each class. It includes information about the pupils' age, country of origin and number of months in Dutch education.

Group 1 (ED02)

Student	Age	Country of origin	Number of months in Dutch education
STUDENT1	15	Somalia	25
STUDENT2	17	Somalia	32
STUDENT3	17	Hungary	25
STUDENT4	13	Ivory Coast	15
STUDENT5	15	Afghanistan	N/A
STUDENT6	13	Myanmar	18
STUDENT7	15	Myanmar	18
STUDENT8	16	Poland	8
STUDENT9	16	Iraq	20
STUDENT10	15	Colombia	9
STUDENT11	16	Iraq	24
STUDENT12	16	Iraq	9
STUDENT13	14	Iraq	5
STUDENT14	15	Poland	21
STUDENT15	16	Poland	N/A
STUDENT16	16	Poland	17
STUDENT17	17	Afghanistan	15

Group 2 (ED03)

Student	Age	Country of origin	Number of months in Dutch education
STUDENT1	14	Somalia	33
STUDENT2	16	Somalia	33
STUDENT3	13	Somalia	N/A
STUDENT4	12	Serbia and Montenegro	42
STUDENT5	13	Serbia and Montenegro	42
STUDENT6	13	Hungary	26
STUDENT7	14	Thailand	21
STUDENT8	13	Thailand	28
STUDENT9	13	Sudan	N/A
STUDENT10	13	Thailand	N/A
STUDENT11	13	Somalia	16
STUDENT12	13	Hungary	16
STUDENT13	12	Hungary	12
STUDENT14	14	Turkey	21
STUDENT15	13	Thailand	35
STUDENT16	12	Turkey	N/A

As the table shows, the pupils in one group are roughly the same age; there are only a few who are significantly younger and / or older. The time they have spent in Dutch education is something which differs greatly, ranging from 5 months to 42 months. This is something which depends on the pupil's skills when he or she arrives. There are pupils who cannot write or read when they arrive so for these pupils it can take a lot longer to be "fully functioning" than for a pupil who already possesses these skills. The lack of writing and reading skills can be traced back to the pupil's country of origin. Pupils from Poland have developed these skills in schools in Poland. Pupils from Somalia, on the other hand, often have not had the opportunity to go to school at all, and can often barely read and write in their first language, not to mention a second or third language.

When a pupil arrives their level of the Dutch language is measured, according to this level the pupil starts in a certain class (some classes are more advanced than others). When a pupil has achieved a new and higher level in the Dutch language (in combination with a sufficient level in other subjects), he or she goes to a more advanced class. Some pupils do not have any problems with acquiring the Dutch language while others need significantly more time. It has been proven, however, that a pupil's first language can also have influence learning a new language. Zobl made statements after looking at two studies carried out by a different author. When looking at a Spanish child learning English he found that his or her first language influenced the new production of language in the target language. While the child was learning English it was noticed that he or she used preverbal negation longer than other speakers since this is the way of negation in Spanish. This child is inclined to say; "I no speak English" instead of "I do not speak English". When Zobl was looking at a different study, a comparison between a Chinese and Spanish child which were both learning to use articles. He saw that the Chinese child (who does not know how to use articles since the Chinese language does not

have these) used a determiner instead of an article, this child said; “No car” instead of “The car”. While the Spanish child (who is used to using articles in language production) did acquire them much quicker (Zobl, 1980). This means that second language acquisition is influenced by the first language. This could pose certain problems because it might be easier for certain pupils to acquire the language features that need to be learned while others might have experience more problems. But this also means that languages that have certain features in common might have a positive effect on each other since the language features are therefore easier to acquire for some pupils. It was also found that this same phenomenon can have a negative effect on the pupil’s language acquisition; this overlap in language features can also form a barrier since pupils might have difficulty moving beyond that point or they might generalize the first language pattern and they end up making errors (Zobl, 1980 and Wode, 1978).

Believing that these pupils could be taught better inductively stems from the following, as well as the reasons which were put forward in chapter 1;

Pupils might develop the language skills better when they are able to solve a problem (in this case discover a grammar item) through collaboration with more capable peers (fellow classmates who might have had English in their home country) or under the teacher’s guidance. This is what Lev Vygotsky calls the Zone of Proximal Development. Vygotsky argued that a person’s ability to solve problems might be enhanced when collaborating with somebody who is more capable and he or she can therefore learn better (Vygotsky, 1986). This theory is for all skills, not only for language skills. However when looking at Stephen Krashen’s Monitor Model (which was developed for second language learning) we can find this theory reflected in one of his hypotheses. Krashen’s Monitor Model consists of five hypotheses and they look similar to theories of Lev Vygotsky and Noam Chomsky. The fourth hypothesis out of the Monitor Model, the “Input Hypothesis”, is very similar to Vygotsky’s Zone of Proximal Development. Krashen’s theory states that learners are able to learn a language that is slightly more difficult than what they have already acquired, $i + 1$ (with i being the current level of understanding). Both theories, the Input Hypothesis and the Zone of Proximal Development, build on the fact that the input received is more difficult than what the learner knows. Krashen does, however, not state whether this has to be done individually or collaboratively. But when looking at his Input Hypothesis it can be noticed that it has a lot of similarities with Vygotsky’s Zone of Proximal Development, Vygotsky does state that tasks should be done together. He believes that learners learn from more capable peers and therefore tasks should be done collaboratively. Since Krashen’s Input Hypothesis bares enough similarities with Vygotsky’s Zone of Proximal Development it is therefore believed that tasks should be done collaboratively instead of individually. (Vygotsky, 1986)

If these pupils learn through guidance or with the help of more capable peers they form the grammatical structures for themselves. These rules might fit better into their mental structures (Thornbury, 2008) since they will be produced in their own language. If the rules are in their own language they are able to understand them better and therefore use them more effectively.

Due to these reasons it could be supposed that ISK-pupils can be taught more effectively when they are taught inductively.

§3.2 Similarities and differences between the groups

As the above tables show, the groups differ as far as the average age is concerned. One group has an average of 15 years and 6 months while the other has an average age of 13 years and 2 months. In addition, one group has been in the Netherlands for an average of 17 months and the other had been in

the Netherlands for an average of 27 months. Furthermore, the composition of the classes is also different.

The groups are similar because all pupils are non-native. This means that they all have Dutch as a second language and it can be quite difficult for them to understand certain Dutch words and phrases. This is not a real big issue since the particular word or phrase that is not understood needs some extra explanation and the problem will be solved within a minute. This has to be taken into consideration, the language which will be used when explaining an exercise or grammatical item (the grammatical item will only be explained in the deductive class) must not be too complex. When a pupil has been in the Dutch educational system for only a few months his or her proficiency of Dutch is not as advanced as that of a pupil who has been in the Dutch educational system for a year or longer. Therefore the language that the teacher uses should be kept in mind. The teacher cannot use certain words and / or phrases, for example noun. Pupils who are still in the early stages of acquiring Dutch often do not know the meaning and the function of this word.

Both classes are approximately the same size (16 pupils and 17 pupils). This is an advantage because that means that the results of the test can be compared fairly. If one class has more pupils and some of those pupils obtained higher than average marks (while the other class has only one or two pupils with marks like that), the average result of one of those classes could be higher and it would be unfair to compare the results.

Differences are also something to keep in mind with these classes.

The main difference between the classes is the composition of the classes. As one can see from the table in §1.1, the classes do not have the same composition in countries of origin. In group 2, for example, there are no pupils from Poland while in group 1 there are four pupils from Poland. This means that some pupils might already have had English in their country of origin while others might not have had schooling at all. This could affect the results since some pupils might already be familiar with the grammar items that will be dealt with. If the pupils did not receive English in their native country then they might even have a lack of vocabulary that is needed to form simple sentences. This, however, is not the case as explained in §1.3. The compatibility with the pupil's mother tongue and the second language was not taken into consideration. Zobl mentions that the first language can influence the acquisition of the second language. Spanish can, for example, have a positive effect on learning English since the languages have similar structures (Zobl, 1980). Most of the pupils speak a language that does not have a positive effect on learning the English language. The languages that they speak are not of the same language family, for example; Somali, Arabic, Pashto or Burmese. Three pupils could have an advantage because they speak a language that belongs to the same language family; French, Spanish or even English. One pupil from Sudan could already speak English since that country has both Arabic and English as an official language. Both classes have pupils whose first language has a more positive influence on the acquisition of the second language as well as pupils whose first language has a negative influence on the acquisition of the second language.

A second difference can be found when looking at the number of months in Dutch education in the table. In group 1 it could not be identified how long two pupils had been receiving Dutch education, while in group 2 this could not be found for four pupils. This might pose a problem since a pupil could have received Dutch education for 12 months already but it could also be for only 2 months. If a pupil has been in the ISK department for 12 months he or she could have received English already and his or her proficiency in English could be greater than anticipated. If this is the case, for example

for group 1, then this group has more proficient users of English than group 2. This could have a negative impact of the test results.

However, no other parallel classes were available and it was therefore impossible to find more suitable groups. If two non-parallel classes had been chosen, there would have been even more differences between them, particularly where the lessons plans and level of English were concerned. For example, pupils from one class could already have been taught the grammatical items that were to be presented and practised and the test would therefore have been much easier for one class, which would have resulted in unfair results. These two classes, however, had received the same number of English lessons in the school. They both had enough vocabulary for sufficient language production because this had been expanded in previous lessons and no grammar items had been dealt with so far. They were a “clean slate”. In spite of the differences between the two groups in age and their length of time in the Netherlands, it was decided to use them simply because the differences between the other groups were even greater. At the same time it was obvious that the differences could have an effect on the results of the research and these are dealt with later.

Lesson plans are also a difficulty, with the ISK-classes the lesson plan is flexible and gives the opportunity for this study while for other classes (VMBO-classes) there is already an existing lesson plan and in the lessons revolving around the research there might not be enough grammar items to deal with. This brings another problem to the surface, if there are no parallel classes then there would be two different lesson plans. The lesson plan for one class might have easier grammatical items while the other class has more difficult grammatical exercises. This could affect the results in a negative way because the pupils which have more difficult grammatical items may need more time to understand them. Another problem with lesson plans is that pupils do not only receive grammatical instruction, next to this they also practice the four skills; reading, writing, listening and speaking. These items have to be dealt with in a lesson plan and more time might be needed to explain and practice these items.

The last difficulty is, even if there were parallel classes, the grammar items could be more complex and might need more than the number of lessons that will be given. This would mean that, by the time, the pupils would have a test they might not understand the items properly or there are important rules missing.

§3.3 Reasons of choosing these classes

The reasons for choosing these two classes are the following: when comparing the ISK-classes these are the classes which are most similar; they have enough vocabulary to support language production and they are less prejudiced when it comes to ways of teaching.

The two test classes have enough vocabulary for sufficient language production because this has been expanded in previous lessons and no grammar items have been dealt with so far, so they are a “clean slate”.

And the last point, the pupils are less prejudiced when it comes to ways of teaching. With prejudiced it is meant that when a pupil has been in Dutch education for his or her whole life, he or she has certain expectations when he or she comes to a language class. They expect this to be boring and very teacher-fronted. The ISK-pupils have not been in Dutch education for a long time so when they have a language class (other than Dutch) they do not know what to expect. They do not expect or know them to be very teacher-fronted so they are in a way less prejudiced. These pupils have therefore different learner beliefs. Learner beliefs are beliefs and opinions that learners have about how instruction

should be delivered (Lightbrown and Spada, 2011). These beliefs are based on previous experiences that learners have. In a study conducted by Carlos Yorio (1986), he found that pupils responded negatively to a type of communicative instruction. The pupils thought they would learn better when the lessons were more teacher-fronted and when there would be more attention to language form. These opinions were formed by the fact that they were “used” to this particular type of education and even though they might have learned from the communicative approach they believed they did not learn as well (Lightbrown and Spada, 2011). The pupils in the test classes might have not received a lot of education and therefore might not have been able to form strong beliefs about what way a better way of teaching is. They are more open to different ways of teaching. This could also be because these pupils have moved to a new environment and a new country and they are therefore more open to a new way of teaching.

Chapter Four

Structure of the Lessons

§4.1 Contents of the lessons

§4.1.1 Four phase lesson model

The lessons have been made with the four-phase model;

- Introduction phase
- Presentation phase
- Practice phase
- Transfer phase

The four-phase model was kept in mind while making these lessons. Sibilla Oskam explains this model in her book “Praktische Didactiek voor Engels in het Basisonderwijs” (2005). The model is based on communicative language teaching and it has the rule input before output. This model is best suited because it has a communicative approach. This is the goal of current language teaching. Pupils need to be able to make themselves understandable in a foreign country instead of knowing all the grammar rules by heart. Since the four phase model can be part of a communicative approach it fits within the ideas of natural acquisition. A communicative approach, like Communicative Language Teaching (CLT), has as basis natural acquisition. Natural acquisition means that the second language should be acquired in the same way as the first language. A language should be acquired without conscious attention to form and rule learning (Krashen, 1982). This can be done in the four phase model since there is opportunity to acquire language items.

The introduction phase is meant to stimulate the pupil’s knowledge which they already have about the subject that is going to be taught. This knowledge is mostly gained outside the school environment (Vinjé, 1993). Vinjé’s research involves asking pupils the question where they learned the most English, inside or outside school. 25 per cent of pupils answered that they learned the most English from radio or television while 33 per cent answered that they learned as much inside as outside school. This is a good reason to use this knowledge. This knowledge can be activated through several activities; class discussion, collecting words or pictures out of magazines or by letting the pupils take subject-related items or articles to class (Oskam, 2005). By using these activities (which are subject related) the pupils are also able to bring their own world of experience into the classroom, this means that they are more engaged with the lesson and / or subject.

The presentation (or input phase as Oskam calls it) is the time when new language is being offered to the pupils. In this phase the pupils have a more passive role; they mostly listen to the new language that is being offered (Oskam, 2005). In this case it can differ; pupils who receive deductive teaching have indeed a more passive role since they listen to the teacher when the grammar is explained. Pupils who receive inductive teaching have a more active role. They are more involved in this process since they need to discover the rule (maybe through answering a series of questions). For these pupils there is also the chance to acquire the language since they will not be paying conscious attention to form and rule learning.

The practice phase is the first phase in which pupils produce language while using the new language that was offered in the presentation-, input phase. The new language can be produced in several ways

but it should be kept in mind that all exercises are closed. This has an advantage that pupils do not have to choose from the large amount of input that was presented in the presentation phase. By repeating the language items the new item should be imbedded in the mind of the pupils (Oskam, 2005). As mentioned earlier, the new language can be produced in several types of exercises; flashcard can be used (visual support in a drilling exercise), these flashcards are also helpful tools to visualise new words or language situations. Gap filling exercise, puzzles, role play or dialogs, matching exercises are all examples of exercises which can be used in the practice phase. They have in common that they are all closed exercises which limits the mistakes pupils can make when practicing.

The last phase, the transfer phase, is the phase in which pupils try to produce language as independently as possible. According to Oskam, the goal of this phase is that pupils should be able to use the newly acquired language features (which have been practiced in the practice phase) in open communicative situations. The types of exercises which can be used are; role play, open games and realistic language situations. The role playing exercises are very open and most of the times only have a description of the situation and a subject. The pupils then have to produce language which is appropriate for the situation. The open games can be quite difficult since the language items that are used can be varied. Often pupils need to use more than one or two language items and this often is the case with this. The realistic language situations often bring the language alive for pupils and they see when the language item is needed. With this exercise a situation can be sketched but a teacher could also bring the pupils in contact with users of the language that is learned, for example through an e-mailing project. The main goal of this phase is to bring the language alive and to let the pupils use and experience it (Oskam, 2005).

Oskam does think that inductive teaching is suited for a young age group, 10-12, since they learn a language through imitation and not through insight in form and rule and therefore can work well with an inductive approach (Oskam, 2005).

“Het basisschool kind verwerft taal door imitatie en niet door inzicht in taalstructuur.” (Oskam, 2005)

Considering the research it was thought that the four phase model was the best model to use for teaching since it is the model which is the clearest to use and a normal lesson has mostly the same structure. It is also thought that pupils should receive some guidance throughout the lesson but that they should learn independently at some point, which is the meaning of the transfer phase. It is also the model which you can use with all exercises and all skills can be trained throughout the lesson in a certain way. This model also ensures that pupils are engaged in the lesson and they are motivated through this engagement.

Motivating pupils is one of the most difficult tasks for a teacher. It is also a term which is very hard to define. Robert Gardner and Wallace Lambert have given us two types, and definitions, of motivation. Instrumental motivation (this is language learning for more immediate and / or practical purposes) and integrative motivation (language learning for personal growth and cultural enrichment) (Lightbrown and Spada, 2011; Gardner and Lambert, 1972). Pupils who are obliged to learn a new language often have instrumental motivation since they learn a language for practical purposes and this motivation can be low. Motivation can be achieved by some of the following methods; varying activities, tasks and materials, using co-operative goals instead of competitive goals and motivating pupils into the lesson by having a class discussion (Crookes and Schmidt, 1991). These are tasks that are generally not done when teaching deductively. Most people and pupils see these lessons as listening to the teacher, doing exercises, checking exercises and writing down the homework. So it might be that

inductive lessons are more motivating for pupils due to some of the reasons which were mentioned above.

Engaging pupils can also mean that their behaviour improves. A study was conducted in Singapore in which the effect of pupil engagement was researched. The pupils got to work with computer software in which they could draw and design. This active way of working with computers had a positive effect on pupils' motivation and what was noticed during this study was that the pupils showed significantly better behaviour and attendance. This was due to the engagement of the pupils in the lessons (Wang, 2006).

“The students were very excited when they were first introduced to the Active Worlds program. They were curious what the program was about, what functions it had, and how to control objects in the virtual space. When the tutor was demonstrating some basic features of the program, they were totally attracted, engrossed, and also very quiet. They behaved quite differently compared to how they performed in traditional classes, where they were very disruptive, talkative, and showing no interest in lessons. Another encouraging phenomenon was that the students attended all the sessions on time without any absence. This was quite unusual as they often late or even absent. Moreover, this was the first time that these students showed initiative coming together after school to discuss design and layout of their projects. They also managed to meet the deadline of the project.” (Wang, 2006)

§4.1.2 The lessons

In this paragraph the lessons taught to both classes will be analysed. In the analysis, differences between the deductive lessons and inductive lessons will be explained and what was done will be presented. A total overview of the lessons can be found in the appendix (see appendix 1), together with the PowerPoints (see appendix 2).

The introduction, practice and transfer phase of all the lessons, for both groups, are the same. The pupils will receive exactly the same videos, exercises and PowerPoints on those points. The presentation phase is where the lessons differ greatly.

The deductive group will receive an explanation for each grammar item and when the previous lesson is revised they will receive this repetition by the teacher.

The inductive group does not receive an explanation. They will be given a series of questions, by the teacher, to guide them in discovering the intended rules. When the previous lesson is repeated the pupils will explain the rules from the previous lesson, the teacher is only there to guide or correct the pupils when serious mistakes are made.

§4.2 Reasons for the number of lessons

As seen in the appendix each class has been given five lessons, in this paragraph it will be explained why this number of lessons has been chosen.

The first reason for this is that the pupils' level had to be kept in mind. Some of the pupils can be very bright but when looking at another ISK-class (a higher class) and seeing their level assignment for next year when they go onto regular Dutch secondary or tertiary education, most of them go to VMBO or MBO (MBO mostly due to their age. It is not astute to put an 18 year old in a class of 12 year olds.). They cannot be treated like a HAVO or VWO-pupil, it would not be fair. Over the course of time the pupils have become more familiar in ways of personality and the level they have. They can be very bright but they cannot be overloaded with information. This is why a decision was made to

teach five lessons. This way the pupils do get all the information but not all at the same time. It is divided into sections which are coherent and understandable for them.

The number of weeks in which the lessons had to be given is the second reason. The lessons were taught from the beginning of March 2013 until the middle of April 2013. While determining the number of lessons, it had to be kept in mind that other skills had to be trained over the course of the remaining weeks of the school year and the pupils only have English only one hour per week. Since the pupils only have English once a week it is necessary to revise certain parts of the lessons at the beginning because the pupils might have forgotten certain parts. This can be seen in the appendix (see appendix 1), here it can be seen that the previous week is revised and the new grammar item is built on the previous lesson.

It was also concluded that five lessons would be a sufficient amount in order to give an answer to the question which was presented at the beginning of this study; “Is deductive teaching or inductive teaching more effective in multilingual secondary school classes in English lessons?” This was discussed with the supervisor of this study and after careful deliberation it was concluded that fewer lessons would not be enough exposure to the way of teaching (deductive or inductive) and more lessons might be too much for the pupils because then the test could be very extensive. Regular VMBO-classes get two or maybe three grammar items on a test so it was decided that this would also be enough for these classes.

§4.3 Goals of the lessons

The goals for both classes are for pupils to learn the present simple (I walk) and the present continuous (I am walking), two grammar items. The present simple is the first grammar item most pupils learn, it only requires knowledge of vocabulary but that does not necessarily mean that it is the easiest. The third hypothesis, in Krashen’s Monitor Model, the “Natural Order Hypothesis” states that second language learning unfolds in predictable patterns but that does mean that language features that seem the easiest to learn do not have to be the first ones to be learned (Krashen, 1982). Some pupils might not master a certain feature of the present simple until the very last lesson.

The present continuous is the grammar item that mostly follows the present simple and therefore this seemed the logical choice.

The goal for the deductive class only is to experience traditional teaching (deductive teaching), meaning that they receive the way that has been used for the longest amount of time. Deductive teaching has been used for a great amount of time as said earlier on, it was used first with the grammar translation method and it is still used today. Teaching deductively is the “safe” way of teaching. It is straight to the point and therefore time saving, for most pupils (maybe not necessarily the ISK-pupils) it confirms their expectations of a lesson and the teacher makes sure that the pupils learn what has to be learned instead of anticipating and preparing a lot of items in advance (Thornbury, 2008).

The goal for the inductive class is to experience a less traditional way of teaching (inductive teaching). The advantages of using inductive teaching are the following; the pupils are more actively involved in the learning process, when the pupils discover rules for themselves they fit better into their existing mental structures and this means that the rules become more memorable. The rules are also more memorable because discovering them takes a great deal of mental effort which makes them more memorable. For some pupils it might also be a welcome challenge because it uses the ability to solve problems and make sense of things for oneself (Thornbury, 2008).

Inductive teaching could be more memorable because pupils discover the rule and need to use their memory more when learning and using the items that they learn.

Chapter Five

Examination of the Test Groups

In this chapter an analysis of the test will be given. This analysis includes the type of exercises, reasons for the exercises and the number of points that can be scored for each exercise. The test can be found in the appendix (See appendix 3).

The first exercise is a gap-filling exercise, this means that pupils have to fill in the correct form of the verb. The decision was made to choose this type of exercise because it fits with the expectations pupils have, it is a type of exercise the pupils are familiar with. Marking is also easy but there is a need to be aware of more than one possible answer. This last problem is avoided by stating in the introduction of the exercise that pupils should fill in a form of the Present Simple (Ur, 2008). The number of points to be scored with this exercise is 10; a wrong answer is minus 1 point and a spelling mistake is minus 0.5 point.

The second exercise is an ordering task; pupils have to order the sentence correctly. This exercise was chosen to check the pupils understanding of sentence order. This has been dealt with in the lessons and it was found important that pupils are aware of this because they need to be aware of the fact that they are not making a question, but a normal sentence while using a certain grammatical item. This exercise is worth 10 points; one word in the wrong order is minus 0.5 points and anything above that it is minus 1 point.

Exercise three is a multiple-choice exercise; pupils have to choose the right answer out of a total of three answers. This type of exercise was chosen because it tests the pupils' knowledge more thoroughly since they need to be sure of their answer (Ur, 2008). When making the answers it was chosen to give one completely wrong answer while the other two answers did look a lot like each other in order to establish the comprehension the pupils have. Five points can be scored on this exercise; a wrong answer is minus 1 point.

The fourth exercise is one that is more open. Pupils need to make a short sentence while using a person and a verb. They can choose any combination as long as everything is only chosen once. This is a harder exercise since pupils have to make their own sentences from scratch. They have practiced this in the lessons and therefore it should not be too difficult. Five points can be scored on this exercise; a wrong answer is minus 1 point and a spelling mistake is minus 0.5 point.

The fifth and last exercise is a mixed exercise. Both grammar items need to be used and this means pupils need to remember the rules when to use a certain item. This particular exercise was chosen because often one sees that pupils only need to form a correct sentence instead of remembering the rule of when to use the item. There are 10 points to be earned with this exercise; a wrong answer is minus 1 point and a spelling mistake is minus 0.5 point.

Before the test instructions were given to both classes, this instruction was the following; "You have 50 minutes to complete the test. Do not write on the paper with the exercises! Exercise one is a gap-filling exercise and you only have to fill in the word, do not write down the entire sentence. With exercise two you have to re-arrange the order of the sentences, the sentences need to be with the present simple. With exercise two you have to write down the entire sentence. Exercise three is multiple-choice, choose and write down the correct answer. The fourth exercise can be quite difficult, so pay attention now. You have to write down five sentences, for each sentence you have to choose a

person and a verb. When you have chosen a person and verb you make a short sentence using the present continuous / ING-form. The last exercise is a mixed exercise, you know how to make the present simple and present continuous but do you know when to use it? With this exercise you have to remember when to use either of them. If you have questions during the test, raise your hand and you will be helped.”

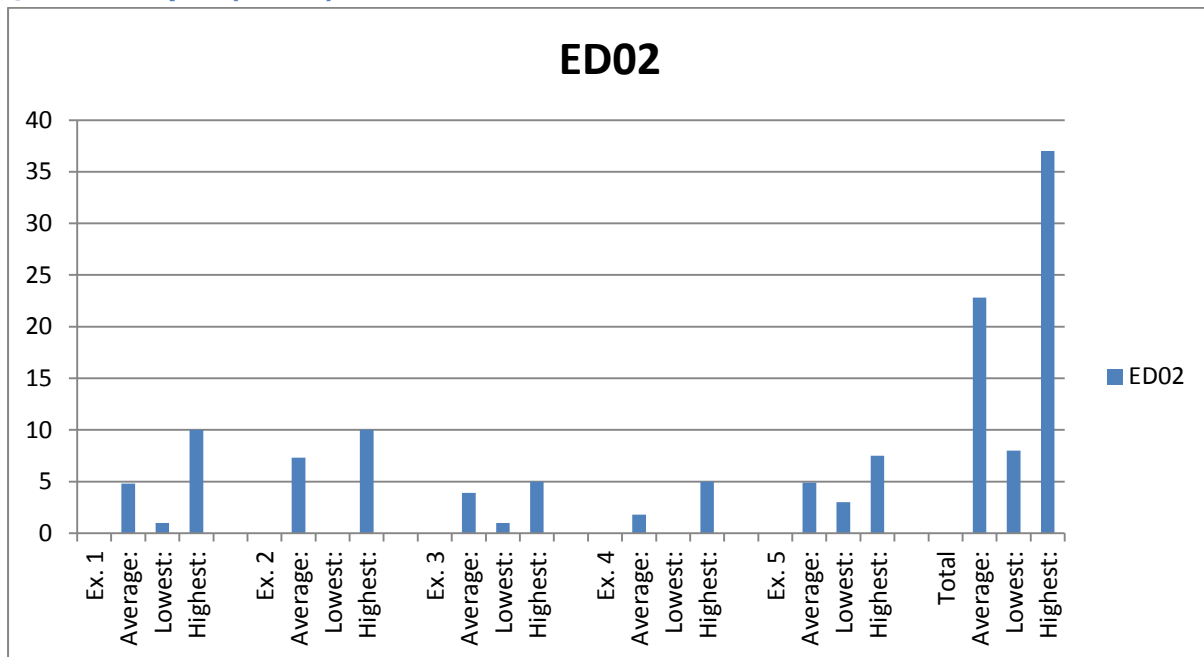
These instructions were given to avoid answering question during the test. If an exercise raise a lot of questions a teacher often disrupts the test to explain the exercise. This should be avoided by giving these instructions.

Chapter Six

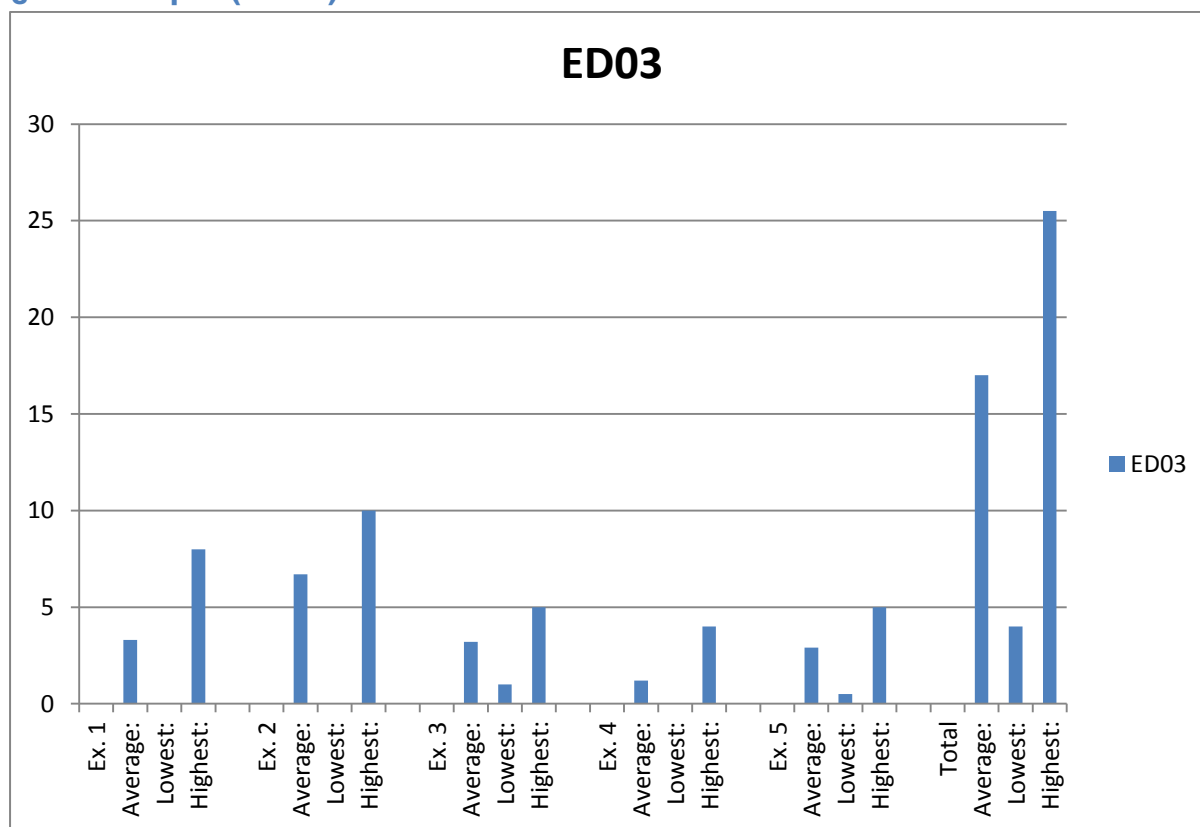
Analysis of results

In this chapter the test results will be presented. For each group an average of each exercise is presented, together with the highest number of points and lowest number of points. And the average of the test is shown, again with the highest number of points and the lowest number of points.

§6.1 Group 1 (ED02)



§6.2 Group 2 (ED03)



§6.3 Analysis of test results

In group 1, 13 pupils took the test and in group 2, 15 pupils took the test. Not all pupils participated but there was a large enough group to have significant results.

As seen in the charts, group 1 (the group which was taught deductively) had better results. They had better overall results in all the exercises and therefore a better score in total.

For exercise 1, ten points could be scored. Group 1 had an average score of 4.8 points and group 2 had an average of 3.3. The difference between the groups is 1.5 points. Apparently this was a difficult exercise since the average score is quite low for both groups. There were no questions asked by both groups while making this exercise during the test.

Exercise 2 had also 10 points to be scored. The average of group 1 was 7.3 points and group 2, 6.7 points. This exercise was made quite well by both groups and the difference between the groups was not too big, it was 0.6 points. When looking at the pupils' answers it could be seen that two sentences were difficult since most pupils got these two sentences wrong. Three pupils asked for extra explanation during the test, this was given to them but the others did not have any hindrance by this.

The third exercise had 5 points to score and group 1 scored an average of 3.9 and group 2 scored an average of 3.2. This was an easy exercise apparently because both classes had good results. This could have been because the answers were not similar enough. No pupils asked for extra explanation.

Exercise 4 was done very well. It was the most difficult for both groups. A total of 5 points could be scored and group 1 had an average score of 1.8 points and group 2 had an average of 1.2. As seen,

both groups scored quite low and again not too far apart with a difference of 0.6 point. The explanation was clear since no pupils asked for extra information but what was noticed was that some pupils did make long sentences while this was not specifically needed. It could be that the openness of the exercise was too much for them and an example could have been included.

The last exercise was worth 10 points. Group 1 managed to score an average of 4.9 points and group 2 scored 2.9 points. It was a difficult exercise for both groups and it was noticed that, even though, they formed the present simple or present continuous correctly, they did not know when to use them. This could have been because of learner expectations, an exercise like this one is rarely included in a test and therefore the pupils might not have studied this enough.

The total number of points to be scored was 40. Group 1 scored an average of 22.8 points and group 2 scored an average of 17 points.

Conclusion

The question now is; what do the results tell us about the effectiveness of deductive teaching as opposed to that of inductive teaching in a multilingual classroom?

At first sight, the results suggest that pupils benefit more from having the rule presented to them than they do from being exposed to the language and drawing conclusions themselves. This contradicts the findings of W.H. Winch and C.E. Haight, in major research projects since their studies did find that inductive teaching was a more effective way of teaching. On the other hand, these studies did not specifically focus on the teaching of grammar.

A reason why deductive teaching might be more effective is because inductive teaching spends a lot of time discovering the rule (Thornbury, 2008). This time could be spent practising the rules. It was noticed that a lot of time went into discovering the rule so there was less time for practising. Practising is important because it gives the pupils the opportunity to use that grammar item and to become familiar with it. Pupils do benefit from practising and this is could be why the results are lower in the inductive class.

When looking at Krashen's Monitor Model, several reasons can also be found. In his first hypothesis, Acquisition vs. Learning, he makes a contrast between the two terms. Acquisition means that pupils learn from being exposed to samples of the second language while learning states that pupils learn through conscious attention to form and rule learning (Krashen, 1982). According to the results, deductive teaching is a more effective way of teaching because deductive teaching is more direct and clear for the pupils (Thornbury, 2008). With deductive teaching the rule that needs to be learned is explicitly mentioned (in the case of this research during the presentation phase of the four phase model), this is more direct and clear for the pupils because when discovering the rule there is a much bigger chance of making mistakes in forming the rule. If pupils do not form the rule clearly or important parts of the rule are missing then they will not know how to use the grammar item **or** how to form it. This could contribute to the fact that the results of the inductive group were lower since they might not have been able to form the rule completely. The deductive group does not have this risk since the teacher presents the rule and it is complete when it is presented.

The Natural Order Hypothesis could also be a reason. At first Brown discovered that children tended to acquire the grammatical morphemes (small units of language that carry meaning) earlier than others (Brown, 1973). Then in a later study, relating to second language learning, Dulay and Brown found that second language learners acquire a second language much in the same way regardless of their first language. This means that language features that seem the easiest to learn do not have to be the first ones to be learnt (Krashen, 1982). This could mean that some or most pupils not yet ready to learn these language features. Pupils could not be ready yet because they might not be cognitive mature enough yet, when looking at the schemata in §1.1 it can be seen that the pupils in group 2 are younger than the pupils in group 1 by more than two years. This is a significant difference in cognitive development and this could be a reason why the pupils of group 2 were not ready yet to learn some of these language features.

The third reason concerning the Monitor Model is the Input Hypothesis. The hypothesis states that;

“We acquire by understanding language that contains structure a bit beyond our current level of competence ($i + 1$).” (Krashen, 1982)

This is done with the help of context or extra-linguistic information.” (Krashen, 1982). This help could also occur with the help of more capable peers. Krashen also states that the Input Hypothesis

relates to acquisition and not learning. All this corresponds with Vygotsky's Zone of Proximal Development. When looking at this information, one could conclude that either the structure beyond the current level was too high or the help that was offered was not sufficient. The context or extra-linguistic information was too complex or there were not enough capable peers to offer help to the weaker pupils.

The last reason, relating to the Monitor Model, is the Affective Filter Hypothesis. This hypothesis states that how affective factors relate to the second language acquisition process (Krashen, 1982). Affective factors are factors that relate to, arise from or influence feelings or emotions. These factors can affect the learning process. If a pupil is not feeling well emotionally he or she will learn not as well as he or she should (be it in language learning or other aspects of learning). If the affective filter is low **then** pupils are able to learn better than when the affective filter is high, it is a metaphorical barrier. Some pupils could have been experiencing a high affective filter due to several reasons and therefore were not able to learn the language items as effective as they would have done normally. When looking at the classes which were tested several factors could have affected the learning process. During the lessons a few pupils came to school while not feeling too well. There has also been a fight with an ISK-pupil and a Dutch pupil, this definitely affected both classes. Another thing that has happened is that a pupil was looking at a new school (to which he had been accepted) and he was very excited, this affected his behaviour in the classroom by being very excited and talkative. While teaching the lessons connected to the research new pupils were placed into the existing ISK-classes, this affected the behaviour of this particular pupil because it was a new environment for him and therefore he needed some time to adjust.

Richard Schmidt's Noticing Hypothesis could have been another reason. This hypothesis entails that when language is not noticed in the input then it is not learned. Schmidt himself experienced this when he was learning Portuguese. When analysing tapes of his own language production and comparing it with the language he heard (so his input) he noticed that features he heard a lot were also frequently heard in his own language production. While features that he did not hear a lot were also not found in his own language production even though he did learn them in his language classes. When looking at his diaries he found that the forms of language which he produced were the ones he noticed other people saying to him. He also concludes that even though he heard certain forms a lot, he did not begin using them until he started noticing them, sometimes even after they had been used for a long time by his interlocutor. This study does stress that noticing and using a certain form in language production is not sufficient for learning. Schmidt also noticed certain language forms for only a short time, in this time he would use them but afterwards he never used them again. This could mean that certain pupils never noticed certain language features, therefore did not learn to use them and were unable to reproduce them during the test (Lightbrown and Spada, 2011).

Inhibition is also a reason worth mentioning. Inhibition is a mental process imposing restraint upon behaviour or another mental process. Inhibition discourages risk-taking and this is needed when learning a new language (Lightbrown and Spada, 2011). Inhibition could also be caused by the difference in the pupil's first language and the language that is to be learned. If the languages are very different a pupil could be insecure because he or she does not know if what he or she is producing is right and he or she has nothing to compare the output with. When languages are very similar there could be drawn on a certain amount of prior knowledge, which this pupil does not have. When teaching, it was noticed that some pupils were less responsive than others. Inhibition could be enhanced by the age **of** the pupils. The pupils are reaching puberty and this often goes along with a lot of feelings of insecurity. Bullying could also be a factor which enhances inhibition, again through

strong feelings of insecurity. It could be possible that they are experiencing inhibition and therefore do not get as much practice as needed.

The difference in the average age of the groups might as well have played a part in the difference in results. Both groups were chosen because of their level of English seemed similar. It was therefore assumed that their level of the English language was the same. The country of origin of the pupil might have played a role in the level of English (as mentioned before). If a pupil is from a country that offers English his or her level could be higher or their mother tongue might have had a positive influence of their level of English. This was, however, difficult to find out and therefore to compare.

These reasons could all contribute to the fact that deductive learning is more effective in this study and it should not be forgotten that in another situation with other classes there could be a different outcome. In the study conducted by William Henry Winch (1913) it was found that inductive teaching is more effective and this could be due to the number of groups he had and / or that he had a significant greater amount of time to conduct his study. Carrie Haight also found in her study that inductive teaching was more effective, this was also in combination with more participants and more time. This is why inductive teaching should not be cast aside as a non-effective way of teaching since it has been proven by others that it can be a more effective way of teaching.

This research does recommend that further research is carried out with a longer time span and together with more classes. The amount of time spent teaching was quite short, this was due to several reasons; the time frame in which the research was conducted and the pupils received only one lesson per week. The combination of these reasons meant having to use a short amount of time and this might have had a negative effect on the results, for example more time to practice the grammatical structure could benefit a class. The number of classes that were taught was also low, there was a difference in age and cognitive maturity, there were only two classes and this could have a negative effect since they can both be easily influenced by affective factors and the classes could have been too different in composition. A larger number of classes could mean a less diverse group of pupils and therefore the results could be better applied to the educational world. A difficulty with a multilingual classroom could be the diversity in one classroom. There are a lot of things to keep in mind and this is not always for the best. There are pupils which are more advanced, pupils that are less advanced and there might be pupils whose first language has a positive influence on the language that is to be learned in the classroom.

After reflecting on the results and all the influences, it is thought that it would be best if there could be a combination of deductive teaching and inductive. This combination could also provide the teacher with more variety and it could challenge his or her capabilities.

Afterword

This research has been intense and has needed a lot of work but a great deal was learned while writing and conducting it.

When gathering literature and information to support statements that have been made it was very abstract and hard to imagine how this was applicable to everyday life. Slowly while writing, the theories and hypotheses have taken shape and form through which they have become real and now it can be seen in real life instead of letters and words in a textbook. I have learned to make connections between the theory I learned on my course and what I observed in the classroom. This was quite a difficult process but in the end quite manageable.

Different activities and ways of engaging pupils was something which had to be discovered but it ended up being a valuable addition to the existing activities that a teacher has since this had forced me to think about what I was teaching and how. Due to the variety in the exercises it could be possible to teach deductively but to use some of the exercises that are normally used when teaching inductively. When I used these activities, it was clear that pupils became more engaged.

Nothing went really wrong only the results were expected to be different. While conducting the literature study it was found that the views on inductive teaching are very positive and the few studies which were found, all found that inductive teaching had a positive effect on pupils. Therefore the expectation was built that inductive teaching would be more effective than deductive teaching (Winch, 1913; Haight, 2007). When looking at the results it was disappointing to conclude that, in this case, deductive teaching had proven to be more effective than inductive teaching. However, there are a number of reasons for this, all of which have been stated above, and I learned a great deal about the importance of finding similar classes where conducting research was concerned. I also felt that a more developed study over a longer period of time could lead to different results. This was because so many events can get in the way of research in a school. One problem while teaching was that some lessons were cancelled due to various activities. When starting with the first lesson both classes were being taught parallel to each other. Due to several activities at the end of the study the test had to be taken in two separate weeks and there was a risk of pupils talking to each other and mentioning contents (and maybe even questions) of the test. Therefore the pupils, who had taken the test first, were asked not to mention anything to the other group. But this might have happened, of course, and a more developed study over a longer period of time would not have been affected as much as this study was.

I have learned that many factors can influence a study, some more harmful than others. There are a lot of things to keep in mind while conducting a study like; is everything as similar as possible? A study also raises a lot of questions when looking at the outcome of it. Should I have searched for more similar classes? Should I have worked together with another teacher in order to find more similar classes? In the future I would like to have more time when conducting a study and I would also like to do it in collaboration with other colleagues (and maybe even other schools).

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Appendix

Appendix 1) Lessons

Group 1 (ED02)

Lesson 1

Introduction

“I go to school every day, I love my boyfriend, I shower every day, I have breakfast every morning, I take a bus on Friday” This is projected on the SMART-board. I ask the pupils what they do every day, week or if they know a fact, they can answer in Dutch.

Presentation

I will present the Present Simple. I will explain when to use it and how they have to make a correct sentence.

Practice

Exercise 1) The pupils fill in the correct form of the verb.

He always (paint) the walls of my room.
Nurses (work) in hospital.
They usually (help) me with my homework.
I often (have) a drink after school.
A singer (sing).
I (live) quite near school, so I always walk.
Johnny always (have) a cup of tea in the morning.
The postman (bring) post very day.
I often (go) to the circus.
She often (lose) a lot of money in the casino.
All pupils (hate) homework.
She has a car, so she (drive) to work.

Exercise 2) The pupils have to arrange the sentence in the right order.

Sleep/he/in the afternoon.
Football/like/we
Her mother/ Mary/ help/often
In London/ live/ I
School at eight/start/they

Transfer

The pupils answer the questions on the SMART-board in the right form.
Do you have brothers or sisters?
What do you do when you wake up?
Do you have pets?
What do you do when you go to bed?

Lesson 2

Introduction

I project a train schedule on the SMART-board and I tell the pupils when I take a train. “The train leaves at 9.15.”

Presentation

I repeat the previous lesson (when to use the Present Simple and how to make a correct sentence) and I add the new rule of when to use the Present Simple.

Practice

Exercise 1) The pupils fill in the right form of the Present Simple.

You (need) the 8.00 train.

Peter (take) the 5.00 train.

Cheryl’s train (leave) at 9.00.

Transfer

The pupils act out the speech cards.

At the trainstation

- | | |
|------------------------------------------------------------|---------------------------------------------------------|
| ▶ Greet the traveler | ▶ Greet the conductor. |
| ▶ Ask how you can help. | ▶ Explain your situation. |
| ▶ Tell the traveler that the train has just left. | ▶ Ask when the next train leaves. |
| ▶ Tell the traveler when the next train leaves. | ▶ Explain that you need to know when the train arrives. |
| ▶ Tell the traveler when the train arrives at the station. | ▶ Thank the conductor and say goodbye. |
| ▶ Say goodbye. | |

Student 1 (conductor)

Students 2 (traveler)

Lesson 3

Introduction

Students watch the following video; <http://www.youtube.com/watch?v=vnwFWp3CO3A>

Afterwards I project the following sentences on the board; “Mr. Bean is running around, Mr. Bean is putting his socks on, Mr. Bean is stuffing the turkey and Mr. Bean is putting his head in the turkey.” I ask the pupils if they saw this in the video.

Presentation

I explain the Present Continuous, when to use it and how to make a sentence with it.

Practice

Together with the pupils I make the exercise “What are you doing right now?”, the pupils have to come up with as many things as possible.

Transfer

The pupils listen to the following audio-track and write down what they hear.

<http://www.youtube.com/watch?v=Y5yGwO6ind0>

Lesson 4

Introduction

I project the following sentences; “I am going to Wageningen on Saturday, I am studying on Friday, I am studying to be a teacher and I am having a cold.”

I will ask the pupils when I am doing these activities.

Presentation

Repeat the Present Continuous from the previous lesson and expand the rules of when to use something.

Practice

Together with the pupils I will make sentences about what they have been doing for a while and what they want to do in the weekend.

Transfer

The pupils look at imaginary diary and together they try to decide when to meet each other.

Lesson 5

Introduction

I project a photo on the board and describe it. The sentences will be written on the board.

Presentation

I will repeat the Present Simple and Present Continuous

Practice

Together with the class we will describe another photo, the sentences will be written on the board.

Transfer

The pupils are going to write a postcard. They are on holiday and they have to write about what they are doing, what they are going to do, what they see, etc.

Group 2 (ED03)

Lesson 1

Introduction

“I go to school every day, I love my boyfriend, I shower every day, I have breakfast every morning, I take a bus on Friday” This is projected on the SMART-board. I ask the pupils what they do every day, week or if they know a fact, they can answer in Dutch.

Presentation

I will ask the pupils the following questions; “What do you see? Similarities, differences? When is this used? Which words do we see used?”

Together with the pupils we discover the rules which I will write down on the board.

Practice

Exercise 1) The pupils fill in the correct form of the verb.

He always (paint) the walls of my room.
Nurses (work) in hospital.
They usually (help) me with my homework.
I often (have) a drink after school.
A singer (sing).
I (live) quite near school, so I always walk.
Johnny always (have) a cup of tea in the morning.
The postman (bring) post very day.
I often (go) to the circus.
She often (lose) a lot of money in the casino.
All pupils (hate) homework.
She has a car, so she (drive) to work.

Exercise 2) The pupils have to arrange the sentence in the right order.

Sleep/he/in the afternoon.
Football/like/we
Her mother/ Mary/ help/often
In London/ live/ I
School at eight/start/they

Transfer

The pupils answer the questions on the SMART-board in the right form.
Do you have brothers or sisters?
What do you do when you wake up?
Do you have pets?
What do you do when you go to bed?

Lesson 2

Introduction

I project a train schedule on the SMART-board and I tell the pupils when I take a train. “The train leaves at 9.15.”

Presentation

I repeat the previous lesson (when to use the Present Simple and how to make a correct sentence) and I ask them when do I use it now?

Practice

Exercise 1) The pupils fill in the right form of the Present Simple.

You (need) the 8.00 train.

Peter (take) the 5.00 train.

Cheryl’s train (leave) at 9.00.

Transfer

The pupils act out the speech cards.

At the trainstation

- | | |
|------------------------------------------------------------|---------------------------------------------------------|
| ▶ Greet the traveler | ▶ Greet the conductor. |
| ▶ Ask how you can help. | ▶ Explain your situation. |
| ▶ Tell the traveler that the train has just left. | ▶ Ask when the next train leaves. |
| ▶ Tell the traveler when the next train leaves. | ▶ Explain that you need to know when the train arrives. |
| ▶ Tell the traveler when the train arrives at the station. | ▶ Thank the conductor and say goodbye. |
| ▶ Say goodbye. | |

Student 1 (conductor)

Students 2 (traveler)

Lesson 3

Introduction

Students watch the following video; <http://www.youtube.com/watch?v=vnwFWp3CO3A>

Afterwards I project the following sentences on the board; “Mr. Bean is running around, Mr. Bean is putting his socks on, Mr. Bean is stuffing the turkey and Mr. Bean is putting is head in the turkey.” I ask the pupils if they saw this in the video.

Presentation

I will ask the pupils the following questions; “What do you see? Similarities, differences? When is this used? Which words do we see used?”

Together with the pupils we discover the rules which I will write down on the board.

Practice

Together with the pupils I make the exercise “What are you doing right now?”, the pupils have to come up with as many things as possible.

Transfer

The pupils listen to the following audio-track and write down what they hear.

<http://www.youtube.com/watch?v=Y5yGwO6ind0>

Lesson 4

Introduction

I project the following sentences; “I am going to Wageningen on Saturday, I am studying on Friday, I am studying to be a teacher and I am having a cold.”

I will ask the pupils when I am doing these activities.

Presentation

Repeat the Present Continuous from the previous lesson and I ask the pupils; “When am I doing these activities? How long have I been doing them?”

Together with the pupils we discover the rules and I write them down on the board.

Practice

Together with the pupils I will make sentences about what they have been doing for a while and what they want to do in the weekend.

Transfer

The pupils look at imaginary diary and together they try to decide when to meet each other.

Lesson 5

Introduction

I project a photo on the board and describe it. The sentences will be written on the board.

Presentation

I will repeat the Present Simple and Present Continuous.

Practice

Together with the class we will describe another photo, the sentences will be written on the board.

Transfer

The pupils are going to write a postcard. They are on holiday and they have to write about what they are doing, what they are going to do, what they see, etc.

Appendix 2) Powerpoints of the lessons

Group 1 (ED02)

Lesson 1

Facts and habits

- I go to school every day.
- I love my boyfriend.
- I shower every day.
- I have breakfast every morning.
- I take a bus on Friday.

Present Simple

- Wanneer?
 - Als iets een feit is
 - I love my boyfriend.
 - Als iets regelmatig gebeurt.
 - I have breakfast every morning.
- Hoe?
- I/you/we/they → WW
- He/she/it → WW + S/es

Opdracht 1

- He always (paint) the walls of my room.
- Nurses (work) in hospital.
- They usually (help) me with my homework.
- I often (have) a drink after school.
- A singer (sing).
- I (live) quite near school, so I always walk.
- Johnny always (have) a cup of tea in the morning.
- The postman (bring) post very day.
- I often (go) to the circus.
- She often (lose) a lot of money in the casino.
- All pupils (hate) homework.
- She has a car, so she (drive) to work.

Opdracht 2

- Sleep/he/in the afternoon.
- Football/like/we
- Her mother/ Mary/ help/often
- In London/ live/ I
- School at eight/start/they

Antwoorden opdracht 2

- He sleeps in the afternoon.
- We like football.
- Mary often helps her mother.
- I live in London.
- They start school at eight.

Opdracht 3

- Do you have brothers or sisters?
- What do you do when you wake up?
- Do you have pets? → **huisdieren**
- What do you do when you go to bed?
- What do you think of school?
- Bedenk nog vijf andere vragen om aan je partner te vragen! Schrijf de vragen en de antwoorden op.

Lesson 2

Train schedule

Destination	Leaving					
Walthamstow	8:15	8:30	8:45	9:00	9:15	9:30
St. Pancras	8:20	8:35	8:50	9:05	9:20	9:35
Warren Street	8:25	8:40	8:55	9:10	9:25	9:40
Green Park	8:30	8:45	9:00	9:15	9:30	9:45
Victoria	8:35	8:50	9:05	9:20	9:35	9:50
Pimlico	8:40	8:55	9:10	9:25	9:40	9:55
Brixton	8:45	9:00	9:15	9:30	9:45	10:00

Present Simple

- Wanneer gebruiken we de Present Simple?
 - Feiten
 - Regelmatigheden
- Hoe maken we de Present Simple?
 - I/you/we/they → Niets
 - He/she/it → WW + S

Present Simple

- We kunnen de present simple ook gebruiken om te zeggen wanneer iets of iemand vertrekt.
 - The train leaves at 9:00

Opdracht 1

- Schrijf de volgende zinnen in het Engels.
 - Je moet de trein van 8 uur hebben.
 - Peter moet de trein van half 9 hebben.
 - Cheryl's trein vertrekt om 10 uur.

Antwoorden

- I need the 8 o'clock train.
- Peter needs the train that leaves at half 8.
- Cheryl's train leaves at 10 o'clock

Opdracht 2

- You are a conductor at the trainstation at Coast Highway. A traveler walks up to you and wants to know when a train leaves.
- You are a traveler and you are at Coast Highway Station. You want to go to Palomar College Station but you don't know when the train leaves. So you decide to ask a conductor.

At the trainstation

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Student 1 (conductor)</p> <ul style="list-style-type: none"> • Greet the traveler • Ask how you can help. • Tell the traveler that the train has just left. • Tell the traveler when the next train leaves. • Tell the traveler when the train arrives at the station. • Say goodbye. | <p>Students 2 (traveler)</p> <ul style="list-style-type: none"> • Greet the conductor. • Explain your situation. • Ask when the next train leaves. • Explain that you need to know when the train arrives. • Thank the conductor and say goodbye. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Lesson 3

Mr. Bean

- <http://www.youtube.com/watch?v=vnwFWp3CO3A>

Present continuous

- Wanneer?
 - Je gebruikt de present continuous als nu iets aan het doen bent.
 - I am walking
- Hoe maak je de present continuous?
 - Een vorm van "to be" + WW + ing

Present continuous 2

- I am walking
- You are walking
- He/she/it is walking
- We/They are walking

Opdracht 1

- Bedenk zoveel mogelijk dingen die je NU aan het doen bent en schrijf ze in het Engels op.
 - What are you doing right now???

Opdracht 2

- <http://www.youtube.com/watch?v=Y5yGwO6ind0>

Lesson 4

- I am going to Wageningen on Saturday.
- I am studying on Friday.
- I am studying to be a teacher.
- I am having a cold.

ING-vorm

- Wanneer gebruik je de ING-vorm?
 - Als iets nu gebeurt.
 - Als iets binnenkort gebeurt.
- Hoe maak je de ING-vorm?
- Am/is/are + WW + ING

When can you meet?

- Kijk naar de onderstaande agenda, praat samen met je buurman/buurvrouw wanneer je hem/haar kan ontmoeten.

Diary

- Monday:
 - 9.00 - 15.00 Classes
 - 16.00 - 18.00 Gym
 - 18.30-19.30 Dinner
- Tuesday:
 - 9.00-15.00 Classes
 - 16.00-18.00 Tutoring
 - 18.30-19.30 Dinner with mom
- Wednesday:
 - 9.00-15.00 Classes
 - 16.00-18.00 Gym
- Thursday:
 - 9.00-15.00 Classes
 - 18.30-19.30 Dinner with Fred
- Friday:
 - 9.00-15.00 Classes
 - 16.00-18.00 Dancing
 - 20.00-22.00 Drinks with Melissa
- Saturday:
 - 12.00-18.00 Work
 - 19.00-20.00 Hairdresser

Exercise

- What have you been doing?
 - Wat ben je al een tijdje aan het doen?
- What do you want to do?
 - Wat wil je gaan doen?

Lesson 5



On holiday

- I see a swimming pool.
- It is very hot.
- Mum and dad are playing golf.
- My brother is swimming.

Present Simple

- Wanneer gebruik je de Present Simple?
 - Bij feiten → Water boils at 100 degrees.
 - Bij gewoonten → I take the bus every Friday.
- Hoe maak je de Present Simple?
 - I/You/We/They → Werkwoord
 - He/She/It → Werkwoord + -s of -es
- Je krijgt -es als een woord eindigt op een -o

Present Continuous

- Wanneer gebruik je de ING-vorm?
 - Als iets nu gebeurt
 - Als iets binnenkort gebeurt.
- Hoe maak je de ING-vorm?
 - Vorm van am/is/are + WW + ing
- Let op!
 - Als een woord eindigt op een -e dan valt deze weg als je ING er achter plakt.



Omschrijf de foto!

Exercise 2

- Je bent op vakantie en je gaat een kaartje schrijven naar iemand thuis.
 - Schrijf over dingen die je elke dag doet of die je ziet (Gebruik de present simple)
 - Schrijf over dingen die nog gaan gebeuren of die nu aan de gang zijn (Gebruik de ING-vorm)

Group 2 (ED03)

Lesson 1

Facts and habits

- I go to school every day.
- I love my boyfriend.
- I shower every day.
- I have breakfast every morning.
- I take a bus on Friday.

Opdracht 1

- He always (paint) the walls of my room.
- Nurses (work) in hospital.
- They usually (help) me with my homework.
- I often (have) a drink after school.
- A singer (sing).
- I (live) quite near school, so I always walk.
- Johnny always (have) a cup of tea in the morning.
- The postman (bring) post very day.
- I often (go) to the circus.
- She often (lose) a lot of money in the casino.
- All pupils (hate) homework.
- She has a car, so she (drive) to work.

Opdracht 2

- Sleep/he/in the afternoon.
- Football/like/we
- Her mother/ Mary/ help/often
- In London/ live/ I
- School at eight/start/they

Antwoorden opdracht 2

- He sleeps in the afternoon.
- We like football.
- Mary often helps her mother.
- I live in London.
- They start school at eight.

Opdracht 3

- Do you have brothers or sisters?
- What do you do when you wake up?
- Do you have pets? → **huisdieren**
- What do you do when you go to bed?
- What do you think of school?
- Bedenk nog vijf andere vragen om aan je partner te vragen! Schrijf de vragen en de antwoorden op.

Lesson 2

Train schedule

Destination	Leaving					
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St. Pancras	8:20	8:35	8:50	9:05	9:20	9:35
Warren Street	8:25	8:40	8:55	9:10	9:25	9:40
Green Park	8:30	8:45	9:00	9:15	9:30	9:45
Victoria	8:35	8:50	9:05	9:20	9:35	9:50
Pimlico	8:40	8:55	9:10	9:25	9:40	9:55
Brixton	8:45	9:00	9:15	9:30	9:45	10:00

Opdracht 1

- Schrijf de volgende zinnen in het Engels.
 - Je moet de trein van 8 uur hebben.
 - Peter moet de trein van half 9 hebben.
 - Cheryl's trein vertrekt om 10 uur.

Antwoorden

- I need the 8 o'clock train.
- Peter needs the train that leaves at half 8.
- Cheryl's train leaves at 10 o'clock

Opdracht 2

- You are a conductor at the trainstation at Coast Highway. A traveler walks up to you and wants to know when a train leaves.
- You are a traveler and you are at Coast Highway Station. You want to go to Palomar College Station but you don't know when the train leaves. So you decide to ask a conductor.

At the trainstation

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student 1 (conductor) | Students 2 (traveler) |
| <ul style="list-style-type: none">Greet the travelerAsk how you can help.Tell the traveler that the train has just left.Tell the traveler when the next train leaves.Tell the traveler when the train arrives at the station.Say goodbye. | <ul style="list-style-type: none">Greet the conductor.Explain your situation.Ask when the next train leaves.Explain that you need to know when the train arrives.Thank the conductor and say goodbye. |

Lesson 3

Mr. Bean

- <http://www.youtube.com/watch?v=vnwFWp3CO3A>

Opdracht 1

- Bedenk zoveel mogelijk dingen die je NU aan het doen bent en schrijf ze in het Engels op.
 - What are you doing right now???

Opdracht 2

- <http://www.youtube.com/watch?v=Y5yGwO6ind0>

Lesson 4

- I am going to Wageningen on Saturday.
- I am studying on Friday.
- I am studying to be a teacher.
- I am having a cold.

When can you meet?

- Kijk naar de onderstaande agenda, praat samen met je buurman/buurvrouw wanneer je hem/haar kan ontmoeten.

Diary

- Monday:
 - 9.00 – 15.00 Classes
 - 16.00 – 18.00 Gym
 - 18.30-19.30 Dinner
- Tuesday:
 - 9.00-15.00 Classes
 - 16.00-18.00 Tutoring
 - 18.30-19.30 Dinner with mom
- Wednesday:
 - 9.00-15.00 Classes
 - 16.00-18.00 Gym
- Thursday:
 - 9.00-15.00 Classes
 - 18.30-19.30 Dinner with Fred
- Friday:
 - 9.00-15.00 Classes
 - 16.00-18.00 Dancing
 - 2.00-22.00 Dinner with Melissa
- Saturday:
 - 12.00-18.00 Work
 - 19.00-20.00 Hairdresser

Exercise

- What have you been doing?
 - Wat ben je al een tijdje aan het doen?
- What do you want to do?
 - Wat wil je gaan doen?

Lesson 5



On holiday

- I see a swimming pool.
- It is very hot.
- Mum and dad are playing golf.
- My brother is swimming.



Omschrijf de foto!

Exercise 2

- Je bent op vakantie en je gaat een kaartje schrijven naar iemand thuis.
 - Schrijf over dingen die je elke dag doet of die je ziet (Gebruik de present simple)
 - Schrijf over dingen die nog gaan gebeuren of die nu aan de gang zijn (Gebruik de ING-vorm)

Appendix 3) The test

Proefwerk Lessenserie

Lees de opdracht goed door. Als je een vraag hebt dan steek je je hand op.

Vul alleen de antwoorden in, je hoeft dus NIET de hele zin op te schrijven.

Opdracht 1)

Vul de goede vorm van de Present Simple in.

- 1) Water at a 100 degrees. (Boil)
- 2) It very cold. (be)
- 3) She to drink ice tea. (like)
- 4) I two sister. (have)
- 5) He horse riding. (love)
- 6) They this is boring. (think)
- 7) We games when we get home. (play)
- 8) Daisy the train. (take)
- 9) Mum my washing. (do)
- 10) Noel doing the dishes. (hate)

Opdracht 2)

Zet de zinnen in de goede volgorde. Schrijf hier WEL de hele zin op.

- 1) Are – my hobbies – cooking and horse riding.
- 2) My classmate – is – she.
- 3) From India – Mr. Chopra and his wife – are.
- 4) Play the flute – loves to – my friend.
- 5) The Netherlands – a small country – is.
- 6) Is – Brighton – a very exciting town.
- 7) A vet – I – am.
- 8) Is – 45 years old – the parrot.
- 9) Always – I – up at 8 AM – get.
- 10) Very sharp claws – a lion – has.

Opdracht 3)

Kies het goede antwoord, denk aan de ING-vorm!!!

- 1) They on a date tomorrow.
 - a. Are go
 - b. Is going
 - c. Are going
- 2) David a moustache.
 - a. Is growing
 - b. Am grows
 - c. Am growing

- 3) I this afternoon.
- Swim
 - Am swimming
 - Is swimming
- 4) We a test.
- Are making
 - Is making
 - Am making
- 5) London Bridge down.
- Falls
 - Am falling
 - Is falling

Opdracht 4)

Hieronder zie je 5 personen en 5 werkwoorden staan. Kies elke keer 1 persoon en 1 werkwoord en maak hier een zin mee. Gebruik de ING-vorm en gebruik elk persoon en werkwoord maar 1 keer.

Personen	Werkwoorden
I	Write = schrijven
Mom	Grow = groeien
David	Walk = lopen
We	Eat = eten
They	Learn = leren

Opdracht 5)

Hieronder staat een brief die je gaat versturen. Vul de lege plekken in. Let goed op of je de Present Simple of de ING-vorm moet invullen!!!!

Hello mum and dad,

I (love) London. It is very nice but cold. Tomorrow, I (go) to the Natural History Museum. I (be) very curious. My job is also very nice, I (work) from 10 to 6 and Sharon (work) from 9 to 5. I (have) a great time but I (miss) you very much. Right now, Sharon (cook) dinner and I (be) hungry. I (love) you very much and I will see you soon.

Love,

Angela.