

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



# شبكة المعلومات الجامعية التوثيق الالكتروني والميكروفيلم



شبكة المعلومات الجامعية

# جامعة عين شمس

التوثيق الالكتروني والميكروفيلم

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*Tanta University  
Faculty of Education  
Kafr El-Sheikh  
Department of Curricula &  
Methods of Teaching*

**DEDUCTIVE VERSUS INDUCTIVE TEACHING OF  
GRAMMAR TO EFL LEARNERS AT UNIVERSITY  
LEVEL: AN EXPERIMENTAL STUDY**

A Thesis Presented for the  
Master's Degree in Education  
(Methods of Teaching English as a Foreign Language)

*Submitted by*

**Hanan Shabaan El-Kafrawy**

*Supervised by*

**Prof. Dr.**

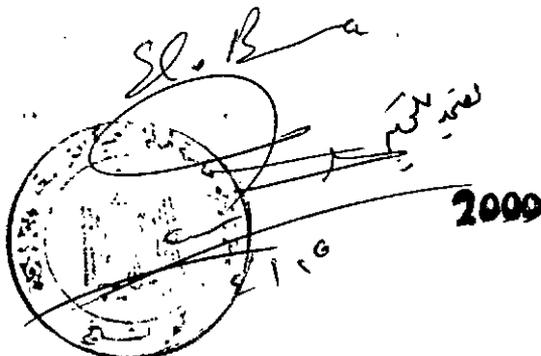
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The Researcher

Hanan El-Kafrawy

**DEDUCTIVE VERSUS INDUCTIVE TEACHING OF GRAMMAR TO EFL  
LEARNERS AT UNIVERSITY LEVEL:  
AN EXPERIMENTAL STUDY**

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**ABSTRACT**

The ultimate objective of the present research work was to study the effectiveness of employing the deductive and the inductive methods in teaching grammatical structures to EFL college students enrolled in the Media Department at the Faculty of Specific Education in Kafr El-Sheikh. For this purpose, 113 students were randomly assigned to three groups; two experimental groups and one control group. Experiment group I was taught using the deductive method. Experimental group 2 was taught using the inductive method. The control group was taught using the traditional method followed in our language classes. The experiment lasted for eleven weeks during the second term of the academic year 1996/97. Nine null hypotheses were formulated to be tested. The t-test, the w-test, and the u-test were performed on the data. Research findings revealed significant differences in the mean scores between the pre-test and post-test of the experimental and control groups. These differences were in favor of the post-test. The findings indicated no significant differences in the mean scores of the deductive, inductive and control groups. No significant differences were found in the scores of males and females in the deductive group and in the control group. Significant differences were found in the scores of males and females in the inductive group in favor of females. No significant differences were found in the scores of males in the three groups - the deductive group, the inductive group and the control group. No significant differences were also indicated in the mean scores of females in the three groups. The results indicated significant differences in the mean scores of students with high general intelligence who were taught grammar deductively in favor of the post-test. Also, significant differences were found in the mean scores of students with high general intelligence who were taught grammar inductively in favor of the post-test, but no significant differences were found in the scores of highly intelligent students who were taught grammar by the traditional method. The results indicated also significant differences in the scores of students with low general intelligence who were taught grammar deductively in favor of the post-test. Significant differences were found in the scores of students with low general intelligence who were taught grammar inductively and by the traditional method on the pre-test and post-test in favor of the post-test. The findings indicated also no significant differences in the mean scores of students with high general intelligence in the three groups. Similarly, the findings indicated no significant differences in the scores of students with low general intelligence in the three groups. On the basis of the findings of the study, it is recommended that any steps taken to teach English grammatical structures should not be limited to utilizing either a deductive or an inductive technique but rather making use of both techniques as the situation would seem to demand.

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