

### *The Effectiveness of Modified Inductive Versus Deductive Teaching*

Every student has the right to develop as far as possible according to the Swedish National Agency for Education, who noted in 2015 that one of the schools' main tasks is to adapt their teaching in such a way that every student is given the opportunity to learn in the way that suits him or her best. Despite this, the agency often notices flaws in this area (2015), which I argue may be because little research has been done in Sweden on alternative teaching methods to deductive learning. As a result, this study aims at investigating the effectiveness of the deductive method compared with a modified inductive method of learning English grammar.

The deductive approach is described as a method where foreign language teachers offer rules first and then examples when presenting new grammatical structures (Shaffer 1989). It is usually described as a traditional and teacher-centred method of teaching. The modified inductive method, meanwhile, expects the students to actively participate in the lessons and to try to figure out what the rules are themselves (Gollin 1998). Shaffer (1989) argued that the deductive approach leads students to believe that they understand a rule, when their attempts at using them often show a superficial understanding at best, and in her study she found that students of all ability levels respond better to the inductive method. In my study, I have taken an approach where induction is defined as a process in which the learner is exposed to language samples from which patterns and generalizations should appear, with students attempting to verbalize the rule before it is ultimately explained by the teacher. It is my hypothesis that the students in my study will more easily understand grammar if they are taught using the modified inductive method. In addition, I pose the question whether the improvements from pre-test to post-test differ between the modified inductive and deductive groups at different ability levels.

Two groups of students in Year Nine in a secondary school in Sweden were selected for this study and were taught word order using the two different methods. A pre-test/post-test-design was used to examine the effect of the two methods, and compared with a control group. The results reveal that the weaker students in the inductive group all made very little progress (7%), while the average (31%) and strong students (20%) showed significant improvements. In stark contrast, the weak students (35%) in the deductive group accomplished a greater improvement than the average (16%) and strong students (12%). As a result, the present study suggests that the modified inductive method should be favoured, but that the deductive method may be preferable when teaching weaker students.