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**Investigating the Implementation of the Inductive Approach  
in Teaching the Writing Skill: The Case of EFL Teachers  
of the Second Year Level in the Department of English at MMUTO.**

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## **Dedications**

This dissertation is dedicated to my dear grandmothers **Nouara** and **Fazia**, to whom I wish a long life. A great dedication to my dear father **Said**, and my beloved mother, **Ghenima**, who gave me the best lessons in this life: love, passion, will, challenge and dream.

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## **List of Abbreviations**

EFL: English as a Foreign Language.

ELT: English Language Teaching.

ESL: English as a Second Language.

MMUTO: Mouloud Mammeri University of Tizi Ouzou.

QCA: Qualitative Content Analysis.

SPSS: Statistical Package for Social Sciences.

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## **Abstract**

The present study has investigated the application of the Inductive Method to the Teaching of the Writing Skill in the Department of English at Mouloud Mammeri University, Tizi-Ouzou. The investigation is concerned with teachers of the second year level. It aims to seek whether the writing skill is taught inductively, to identify the different strategies used by the instructors to improve students' writing, and if it improves students' performance in writing. In order to meet the objectives of the study we have applied Decco's Modalities (1996). For collecting data, eighteen (18) classroom observation sessions have been conducted with seven (07) groups of students, and seven (07) questionnaires distributed to the observed teachers. As far as data analysis is concerned, we have adopted mixed-methods research combining quantitative and qualitative methods. The quantitative data are analyzed using the Statistical Package Analysis (SPSS). For the qualitative ones, they are analyzed using the Qualitative Content Analysis (QCA). The results of the study reveal that the majority of the teachers of the second year level do not implement the inductive method to teach the writing skill though they admit its great importance. In fact, there is only one teacher who adopts it. Besides, they follow set interesting strategies such as the deductive reasoning.

**Key Terms:** Inductive Approach, Writing Skill, Decco's Modalities.

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# General Introduction

### Statement of the Problem

English has become a global language and it is used to communicate internationally in areas such as business, science, information technology and in many other fields. To communicate confidently in English, a good mastery of the four language skills is needed. Writing is one of the communicative skills, which is neglected compared with the other English language skills including speaking, listening, and reading. However, with the growth of English as a second language (ESL), or English as a foreign language (EFL), writing gets much more attention because it is necessary to become familiar with its form and how to write ideas beyond the word and sentence level (Silva and Matsuda, 1990).

Writing is considered as a challenging skill that is more complicated than the other ones, and often seems to be the hardest of the skills, even for the native speakers of the languages since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way (Rass, 1977). The success of learners in school as well as in their personal lives depends on their ability to communicate in written words. Thus, it is vital that teachers seek to choose the effective way to teach them writing.

For many years, teaching writing has been a crucial component of foreign language instruction. The teaching of this skill should have as its major aim the enhancement of the students' performance to become better writers and producers of a well-organized piece of writing that should be readable and accepted by the audience. The importance of writing calls on the teachers of English to choose the appropriate method in order to teach this skill effectively.

The inductive approach is one of the methods of instruction, which represents a more modern style of teaching where the new rules and structures are presented to the learners in a real language context (Goner, et al., 1995). By using such a method in teaching writing,

students can feel at ease, they become active participants and critical thinkers. Thus, the inductive approach to teaching is considered as a link between effective teaching and successful learning, which promotes a good atmosphere in the teaching learning process.

The inductive and the deductive approaches have been studied since the beginning of the 16<sup>th</sup> century and have continued to be the subject of studies in the 21<sup>st</sup> century Harmmely (1975). Due to the importance of these approaches in the teaching and learning processes, they have been the topic of interest for many researchers. Lukasz Walterowicz (2013) conducted a study on the effects of teaching writing in a foreign language with the application of the deductive and the inductive approaches by adopting a comparative study at Lodz University. The first aim of the study was to investigate the impact of the inductive and the deductive approaches on the quality of teaching writing during a foreign language course. The second one was to evaluate and to compare the effectiveness of the inductive and the deductive approaches as applied to teaching writing in a foreign language course.

According to the results of this study, the scores for the two approaches were different in the sense that the inductive approach appeared to be more effective than the deductive one in teaching writing. In addition, the inductive approach appeared to be more effective in the group of the intermediate learners rather than the advanced ones. For the advanced learners, the difference between the effectiveness of the application of these two approaches was almost invisible. This may be explained by the fact that highly motivated adult learners learn effectively through deduction (Rivers, 1975).

Deniz Emere (2015) is another researcher who conducted a study about the effects of the inductive and the deductive approaches on writing output at the University of Ankara. The main aims of his study were to determine the effects of the inductive and the deductive instruction on grammar accuracy on writing tasks as well as grammar test scores, and to explore the students' and teachers' perspectives on these two approaches. The findings of the

study revealed that all the students viewed the inductive grammar learning positively. Indeed, the teachers preferred the inductive instruction as long as the students were motivated and the structures were new.

However, what is to be questioned about these studies is that nearly, these mentioned scholars have dealt with the effects and the effectiveness of the application of both the deductive and the inductive approaches on different aspects of the language teaching. One of them has investigated grammar accuracy in the writing tasks, and the other one has studied the quality of the final product. None of them has investigated the implementation of the inductive approach in teaching writing, and the different strategies used to teach it.

In addition, since no study has been conducted on the use of the inductive approach to teach writing in the department of English at MMUTO, the present work seeks to investigate whether the inductive approach is adopted as a method to teach the second year students the writing skill. This makes our work interesting.

### **Aims and Significance of the Study**

The overall aim of this work is to investigate the ways of teaching the writing skill by attempting to determine whether the inductive approach is applied to teach the writing skill in the department of English. In addition, we seek to identify the different strategies used by the instructors to improve students' writing. We conduct our study in the department of English at MMUTO by investigating the case of EFL teachers of second year level. To achieve our purpose, our study relies on Decco's modalities (1996) of teaching inductively.

The present study is significant for both teachers and students. The teachers of writing will find this study useful in exploring the ways of teaching writing inductively. Furthermore, students of English in general and second year students in particular will benefit from this research to learn more about the different stages and strategies of the inductive method that may help them to improve their writing composition. More interestingly, this study provides

overt perceptions about the effectiveness of the application of the inductive approach to teach the writing skill for teachers of this module as well as for future researchers who wish to carry out studies on this subject.

### **Research Questions and Hypotheses**

In the light of this study, the following questions are suggested:

Q1. Do teachers use the inductive method to teach the writing skill for second year students of English at MMUTO?

Q2. What is the inductive strategy used by teachers to teach the writing skill?

Q3. To what extent does teaching writing inductively improve students' writing proficiency?

In attempt to answer the questions above, the following hypotheses are set:

H1: Teachers rely on the inductive approach to teach the writing skill for second year students of English at MMUTO.

H2: The inductive strategy that is used to teach writing is inductive reasoning.

H3: Teaching writing inductively improves to a great extent the students' writing performance.

### **Research Techniques and Methodology**

To investigate such a topic, the researcher needs to follow the appropriate techniques and procedures to achieve the aim of the study. The mixed-methods research is the suitable technique, which includes the analysis of both meaning and statistical data.

The population selected is the teachers of writing and their second year students in the department of English at MMUTO. Classroom observation and a questionnaire are the instruments used in the present study. Classroom observation is necessary to observe and gather qualitative data about the way of teaching writing and to analyze teachers' strategies.

Then, a questionnaire composed of open-ended and close-ended questions is handed to teachers to better know the use of the inductive approach to teach students' writing skill, and to discover the different strategies adopted in teaching the writing skill.

### **Structure of the Dissertation**

The present dissertation follows the traditional complex model. It consists of a General Introduction, where we present our topic, four chapters and a General Conclusion. The first chapter entitled 'Review of the Literature' provides the theoretical background of the study and is divided into three parts. The first part is devoted to the different definitions of writing skill and its main notions. The second part is about the inductive approach of teaching and some definitions of its key concepts, and the third part describes the theoretical framework adopted in the study. The second chapter called 'Research Design and Methodology' describes the procedures of the data collection and data analysis. The third one named 'The Presentation of the Findings' presents the data gathered from the questionnaire and the classroom observation. 'Discussion of the Findings' is the fourth chapter which is concerned with the interpretation and the discussion of the results of the investigation. Finally, the General Conclusion provides a summary of the main points treated all along the study and suggestions for further research concerning the inductive approach. The overall research follows the Harvard System of referencing for both in-text references and bibliography.

# Chapter One

## Review of the Literature

## **Introduction**

The present chapter deals with the review of the literature that is related to our study. This chapter is divided into three sections. The first one starts by defining the writing skill from different perspectives. Secondly, we present writing instruction and its importance. After that, we account for writing components, and the structure of academic essay. Then, we move to determine the different approaches to teaching writing. We finish by identifying the role of teachers in writing instruction. The second section deals with the definitions of the deductive and the inductive approaches. After that, we present the origins of the deductive and the inductive teaching. Finally, the advantages and the disadvantages of the inductive approach are mentioned. In the last section, we deal with the theoretical framework upon which this study is based.

### **I. Teaching Writing**

#### **I.1. The Writing Skill**

Scholars provide different definitions of writing. One of them is suggested by Tarigan (1994:03) who states: “*writing is one of the language skills which is used to communicate indirectly, without having face to face with other people*”. That is, writing skill is an important part of communication; good writing allows you to communicate your message with clarity for a large audience than through face to face conversations. Another definition is by Nunan (2003) who claims that writing is an intellectual activity of finding ideas and thinking about the way to express and arrange them into statements and paragraphs that are clear to be understood by the people. In addition, Flower and Hayes (1981:336) say that

Firstly, writing is an act of discovery. Secondly, it is a goal-directed and purposeful activity. Thirdly, it involves a conscious exploration of the subject matter, one is to write about and lastly writing involves synthesis of complex cognitive operations and it is not a straightforward linear process but a recursive one.

From this definition, we can say that writing is a mental and cognitive activity since it is a product of mind, and success in writing depends on the students’ ability to access, evaluate

and synthesize the words, ideas, and opinions of others in order to develop their own academic voice.

## **I.2. Writing Instruction**

The teaching of writing is an essential element of every teaching program at all levels, and the goal for teaching writing is for students to become independent writers (NSW Board of Studies, 2000). When teaching writing, teachers must be sure to select resources and support materials that not only aid them in teaching how to write, but also help them learn to write (ibid). Thus, teaching writing is a complex process that requires several aspects to be satisfied; teachers responsible for this task are well aware of the complexity of the writing skill. In this respect, Kirby and Crovitz (2013:09) assert: *“teaching writing can be frustrating and challenging, but it can also be rewarding and breath of fresh air in rather stagnant educational context.”*

## **I.3. The Importance of Teaching Writing**

Teaching the four skills is very necessary in English Language Teaching (ELT), above all the writing skill, since it is the most common medium used to evaluate students' understanding of their courses. In this context, Bacha (2002) claims that writing is important in students' academic course since most examinations, reports and research works depend on it. Many researchers have given different reasons to teach writing for EFL students, among them Harmer (1998) who suggests reinforcement, language development, learning style, and most importantly writing as a skill in its own right.

### **I.3.1. Reinforcement**

Writing has always been used as a means of reinforcing language that has been taught. The teacher often asks the students to write sentences using recently learnt aspects of language, such as grammatical aspects, paragraph or text construction. Students often find it useful to write sentences using 'new' language shortly after they have studied it.

### **I.3.2. Language development**

Harmer (1998:79) explains this concept as “*the mental activity that students go through in order to construct their proper written texts in all parts of the ongoing learning experience*”. That is to say, students have to go through a long mental process in order to construct written texts. In this case, they have to focus on accurate language use. This helps them in language development.

### **I.3.3. Learning style**

Writing can be considered as a learning style which is appropriate for learners who take little longer time at picking up language instead of the rush of interpersonal face to face communication (Harmer, 1998). That is, writing is an aid to students who have to work at their own pace to learn a language, which means they can take longer to produce it.

### **I.3.4. Writing as a skill**

Teaching writing is a basic language skill as speaking, listening and reading. Students have to know how to write letters, how to put reports together, etc. They are required to know some of writing’s special conventions such as punctuation, paragraph construction, etc. (ibid).

Based on these reasons, we conclude that writing is very important especially for EFL learners because it will be useful in their professional life. To achieve the goal of teaching writing, instructors should make their students master all features of writing such as, punctuation, paragraph construction etc. Therefore, it seems judicious to highlight the different components of writing.

## **I.4. Components of Writing**

The components of writing play a crucial role in composing an effective piece of writing. According to Starkey (2004), an effective piece of writing is the one that is organized, clear and coherent with accurate language and effective word choice.

#### **I.4.1. Organization**

In the process of writing, organization refers to the presentation of the information as well as the ideas in a structured and logical way in the aim to make the readers follow and understand what the writer is saying. Manka (1996:38) asserts: “*Effective writing depends on one’s ability to structure and organize words and sentences into a meaningful whole*”. Therefore, presenting information in an organized and a clear way helps the readers to find their way and understand the writer’s purpose.

#### **I.4.2. Content**

The content depends on the purpose of the message to the meaning that the writer wants to convey to the reader. In addition, it refers to the substance of writing or the ideas expressed (starky 2004).

#### **I.4.3. Word choice**

Choosing the right words is one of the best ways to convey ideas accurately in any written product (Starky, 2004). By doing so, the writer ensures that the audience understands the conveyed meaning. Therefore, well-written sentences or paragraphs should be clear and interesting; that is to say, convey to the reader what the writer intended to say and to be attractive by its ‘economy’, ‘sound’, ‘novelty’, and ‘rhythm’ (Kane, 1988).

#### **I.4.4. Mechanics**

In composition, mechanics deal with spelling, punctuation and capitalization. In this respect, Kane (1988:15) refers to mechanics as “*the appearance of words, to how they are spelled or arranged on paper, the fact that the first word of a paragraph is usually indented and capitalized is a matter of mechanics.*” This type of mechanics indicates pauses and sentence boundaries and eliminates ambiguity. Spelling is another aspect that should be taken into account when writing since it plays an essential part in making the writing composition clear and readable.

#### **I.4.5. Grammar**

Kane (1988) defines grammar as the rules, which structure our language. Writing requires having a good knowledge of the part of speech, structure of language and its rhetorical devices. That is, grammar is the description of how the language works. Without knowledge of grammar, the writer is not able to communicate his/her ideas successfully.

#### **I.4.6. Coherence**

Coherence is an important element in academic writing; it involves linking ideas in a clear and logical way. According to Murray and Hughes (2008:44), a successful writer is the one *“who steaks his ideas together as links in a chain, each link connecting the one before it with the one after. If any links are missing, connection will become unclear and the argument structure breaks down”*.

#### **I.4.7. Cohesion**

Cohesion is an integral component of writing, which is considered by Halliday and Hassen (1976:04) *“as a systematic one which refers to the relation of meaning that exists within the text and that define it as a text”*. That is, what makes a text meaningful and well composed is the combination of grammatical and lexical devices. Thus, cohesion has a vital role in creating the unity of the text.

In short, we can say that the mastery of the writing skill requires the coordination of different components. These elements should be developed by the students in order to produce a good composition of writing.

### **I.5. The Structure of an Academic Essay**

According to Kawa (2011) for each academic essay, EFL learners need to organize their materials according to the topic and the development of ideas that may provide guidance. So as so the writing will be readable. Generally, a good structure makes a good work; it facilitates both writing and reading tasks. But if students are not acquainted with the criteria of essay structure, they will lose and this is a sign that

they have not adequate knowledge about the question or necessarily the topic. Probably solving this problem urges students to focus on reading materials about the topic from the reference given by the instructor

### **I.5.1. Introduction**

Greetham (2001) and Schwerin (2007), agree that the introduction is the starting of academic essay writing. It makes the reader get in to the topic and explains what the essay is going to deal with, essentially it consists of one paragraph depending on the length of background information about the context of situation, as well as a key sentence that shows the essential idea of the essay topic; it is called the thesis statement and in academic writing it considered as the backbone or the most important components. Just as your essay topic had a focus (which you discovered through analyzing the topic), your essay answer needs to have a focus, which is the main position you are developing and towards which all your arguments lead this main position in your thesis (Rao, et al. 2007).

### **I.5.2. Paragraphs and Body**

Schwerin (2007:05) points out that “the main body deals with the major ideas that support the thesis statement”. However one academic essay may consist of different main ideas presented in a separated paragraph dealing with one major idea which supports the thesis statement, in a paragraph all sentences are related to the major idea which is called the topic sentence, the paragraph also should contain a transition words helps in connecting between sentences and ideas.

### **I.5.3. Conclusion**

Schwerin (2007) explains that the conclusion in academic essay writing is the last written step. it involves drawing ideas and observations together to formulate the last point of view, sometimes it requires repeating ideas so that to remind the reader with the student goal

and intention behind the discussed point and clarify the purpose, as well as to summarize the topic sentence of each paragraph and conclude the overall concept.

In short, it is noticed that all paragraphs in an academic essay share the same principles, but they vary in character according to the function they meet. Whether introductory, developmental, or concluding paragraphs. Also they resemble the feature of relating between ideas within and between them, eventually, if the paragraphs achieve the needs of reinforcing the thesis as they should, the essay will be readable, clear, and well structured academically. To reach this purpose, the teacher should adopt an effective approach to teach writing.

## **I.6. Approaches to Teaching Writing**

The teaching of writing is characterized by the adoption of three main approaches. The product approach, the process approach, and the genre approach (Richards and Rodgers, 2001).

### **I.6.1. The Product Approach**

The product approach is the oldest and by far one of the most practised approaches around the world in the teaching of writing (Palpanadan, et al, 2014). This approach predominantly focuses on the result of writing, and considers linguistic knowledge, syntax, vocabulary and cohesive devices as basic features of the writing product (Pincas, 1982). In addition, the interest of such an approach is the correct use of the form.

In this respect, Silva and Matsuda (1990) assert that the product approach of writing highlights the form and syntax emphasizing rhetorical drills. That is, students in this approach are encouraged to imitate modeled texts provided by the teacher to acquire linguistic knowledge and to avoid committing mistakes.

### **I.6.2. The Process Approach**

The process approach to teaching writing is defined by Palpandan, et al. (2014:790) as a “*cyclical approach in which students are needed to move back and forth while going from*

*one stage to another stage and taking part in the writing activities*". That is, this approach contains four stages including pre-writing, composing/drafting, revising, and editing (Tribble, 1996), which are recursive and non-linear, and they can interact with each other throughout the writing process. To illustrate, many writers come back to the pre-write activities during the stage of revision process in order to develop and refine new ideas. Furthermore, this approach gives much importance to the linguistic skills such as planning and drafting and less emphasis on linguistic knowledge, as knowledge about grammar and text structure (Badger and White, 2000).

### **I.6.3. The Genre Approach**

The genre approach is considered as the latest approach in the teaching of writing; however, it is thought to be an extension of the previous product approach (Badger and White, 2000). The notion of genre was been explained by Swales (cited in Badger and White, 2000: 58) as "[...] *a class of communication events, the members of which share some set of communicative purposes*". This notion has been introduced in the genre approach as an explanation to the fact that writing differs across social contexts (Badger and White). In addition, with the features derived from the product approach that writing is merely about linguistic knowledge, students in the genre approach are exposed to different types of writing, and write for various purposes. The genre in writing mainly refers to the distinct structure of texts, the different uses of language in terms of grammar, vocabulary that writers use to convey their ideas (Luu, 2011).

Furthermore, the genre approach argues that successful writing occurs when students take into account both the context and the expectations of the readers in terms of grammar, organization and the content (ibid). As for the role of the teacher, Luu (ibid: 124) claims: "*the teacher is generally a guide who provides students with careful support during writing activities, so they will achieve a mastery over the genres.*"As a result, students in the genre

approach are first acquainted with the different features of texts, purposes for writing while considering the context and the needs of the readers before they can engage in writing.

### **I.7.The Role of Teachers in Writing Instruction**

According to Harmer (2004), there are five major tasks that teachers have to fulfill before, during and after students' writing, which are:

#### **I.7.1. Demonstrating**

A teacher as a guide should provide some examples and also explain the basic features of each genre when students are supposed to write a specific type of writing. Students should be informed about different degrees of formality and informality, polite and familiar language, personal and impersonal and also main differences between spoken and written language. A guide should demonstrate a clear example of what he expects to get from his students (Harmer, 2004).

#### **I.7.2. Motivating and Provoking**

The beginning of activities appears to be the most difficult part and it is the same with writing, especially creative writing. Students seem to have difficulties either with small amount of vocabulary or lack of ideas. Therefore their guide should spend suitable time before lessons preparing set of words and interesting topics and activities for students to persuade them, that writing could be fun and they can enjoy while learning. It is possible in all ages and stages from jumbled words on the blackboards with the youngest up to writing essays about global issues with adult learners. It appears to be very helpful provoking students to express their agreement or strong disagreement with ambiguous topics such as smoking in the public or writing homework.

#### **I.7.3. Supporting**

A good guide should be still present and ready to assist and help students with their needs, which could be connected to students' lack of inspiration or ideas and also

the ways to express them, that is to say, vocabulary or grammar. Students have to be assured of what they are doing is useful and be helped whenever they cannot overcome any task or a part of it during the process of writing.

### **I.7.4. Responding**

When teachers are given students' pieces of written work, they react in two ways. They both respond and evaluate. Students may be given a respond either for their drafts, that is, their unfinished versions. Teacher's respond then is a kind of guidebook with some recommendation how to improve the work. A teacher provides warnings and useful advices where the main difficulties are and suggests correcting; for example, 'be careful with articles' or 'could you explain once again particular part of the story'. The aim here is not evaluation, but helping to improve the piece of writing and to avoid mistakes mentioned next time. Very useful could be peer evaluation. Students may feel less offended are more open to critique and suggestions.

### **I.7.5. Evaluating**

There are various means of evaluation and everyone needs to be praised and the younger a learner is, the more valid this recommendation seems to be. While evaluating, try to appreciate the good before criticizing and correcting. Otherwise, 'students realize that what the teacher prizes above everything else is freedom from mistakes' (Edge, 66). However, correcting is necessary as well. Everybody wants to know his place on the scale of his personal progress, that is to say, what he has improved since his last attempt, on his own scale. On the other hand, achievement measures what someone has achieved according to the others in the group. Corrected and evaluated pieces should not be archived in folders sooner than authors/writers have a chance to see the evaluation and have the opportunity to be enlightened, to find out about mistakes they have done and to ask teacher for explanation if necessary. A good guide in writing should be able to make writing enjoyable, give children

opportunities for copying and using examples, prepare adequate opportunities to use orally learnt matter, adapt exercises for different speed of working, assist whenever possible, support creativity, encourage, evaluate and praise.

## **II. The Deductive and the Inductive Approaches**

### **II.1. The Deductive Approach**

Nunan (1991) defines the deductive approach as a traditional approach in which information about the target language and rules are driven at the beginning of the class and continued with examples. That is, teachers offer rules first and then examples and learners are supposed to understand and memorize them and to be able to put them into practice.

In the same vein, Thornbury (1999) explains the deductive approach on the basis of three principles. Firstly, the deductive lesson starts with the presentation of the rules by the teacher. Secondly, the teacher gives examples by highlighting the rules. Then, students make practice with the rules and produce their own examples at the end of the lesson.

In addition, Nunan (1999) explains that the deductive approach is the type of reasoning based on reference; that is to say, it goes from the general to the specific. As far as the process of learning is concerned, the deduction is based on the analysis of examples in terms of their compatibility with the rule that has previously been introduced. That is, the teacher formulates the rules explicitly to make their students understand them. Then, through deductive reasoning, the students memorize the application of particular rule on the basis of provided examples.

The deductive approach can be described as follows:

- **Rule:** the teacher first explicitly formulates and clarifies the rule.
- **Example:** the teacher introduces an ideal way to correctly apply the specific rule to the actual use of the language.

- **Practice:** the teacher assigns learners with a new task then the students try to accomplish the activity based on the data provided to them by the teacher. After that, students drive solutions focused on their interpretation of the previously presented rule (Stern, 1992).

## II.2. The Inductive Approach

Richards and Rodgers (2001) define the inductive approach as an approach to language teaching in which learners are not taught the structures or other types of rules directly but are left to discover or induce rules from their experience of using the language. Moreover, the inductive approach is almost a reverse process of the deductive one. It starts with exposing students to examples of language use or even immersing them in the use of the target language items and then prompts students to generalize the patterns of the language (Decco, 1996; Gollin, 1998, Thornbury, 1999).

This approach can be analyzed in terms of three stages (Stern, 1992) which are presented as follows:

- **Introduction:** the teacher gives their students an activity followed by a set of examples to deal with the task.
- **Practice:** students try to solve the task based on key questions connected to a given example.
- **Rule:** through inductive inference, the students deduce the rule on the basis of their hypothesis, and then the teacher clarifies the rule.

From these definitions, we can conclude that the inductive approach is the discovery learning, which starts with some examples from which a rule is reached. As it has been mentioned before, the students engage through the study and manipulation of the examples without knowing the rule and from those models they understand the structures.

### **II.3. Origins of the Deductive and the Inductive Approaches**

The deductive approach to teach was widespread from the sixteenth century until the twentieth century when the inductive approach was first adopted in scientific experimental learning mathematics (Yuen, 2009). The deductive approach is most closely associated with the grammar translation method of teaching languages in which the teacher is the authority, while the students are passive recipients of information (Hedge, 2000). However, the inductive approach is historically affiliated with the audiolingual method which regards learning as habit-formation.

According to Harmmely (1975:15), deductive instruction has been criticized for producing learners “*who know about the language but could not speak it.*” The reaction against the grammar translation method started in the nineteenth century and moved on to the twentieth century, which mostly advocated total induction in the form of direct method (Hammerly, 1975).

### **II.4. Advantages and Disadvantages of the Inductive Approach**

The inductive approach is developed to promote the student’s success in learning new rules and structures. This approach has its advantages and disadvantages in teaching and learning. Winter (1989) summarizes the advantages of the inductive approach. Firstly, the inductive approach shifts from a teacher-centered approach to a learner-centered approach, which encourages learner autonomy. Secondly, the inductive approach promotes communication and collaborative learning. Finally, such approach is good to motivate learners and to develop their reflective learning.

In addition, Rivers and Temperley (1978) state that the inductive approach makes learners active and motivated rather than passive recipients. Then, it enhances learner autonomy and self-reliance. Furthermore, the inductive approach favors pattern-recognition and problem-solving abilities, which makes it especially suitable for learners who like these

kinds of challenges. Lastly, learners get opportunities for extra language practice when the problem solving activity is done collaboratively.

Understanding the advantages of this approach may help the teacher to vary and organize the EFL/ESL lesson, in order to keep classes interesting and motivating for the students. Rivers and Temperley (1978) additionally gave some disadvantages. To begin with, the inductive approach is time and energy consuming as it leads learners to work hard to reach the appropriate concepts of the rule. Second, the notions given implicitly may drive learners to have the wrong concepts of the rule taught. Third, the approach may frustrate the learners in their personal learning style, or because of their past learning experience would prefer simply to be told the rule. Finally, the inductive approach makes the task of the teacher hard especially when planning and preparing the lesson since they have to select and organize the data with care in order to lead the learners to an accurate formulation of the generalization.

### **III. Theoretical Framework**

Our study is based on Decco's modalities that are cited in his work *Induction-Deduction Opposition: Ambiguities and Complexities of the Didactic Reality* (1996). He gives five modalities, which are presented by letters from A to E to identify how the deductive and the inductive approaches are applied to teaching grammar. The modality A describes the deductive approach; whereas, modalities B, C, D, E refer to inductive instruction. Even though these five elements are labeled as modalities, we intend to use them as strategies in our study.

In this research, we have selected only four modalities because one of them is specific to deductive teaching. These four selected strategies are applicable to teaching the writing skill and more precisely to second year students in the department of English at MMUTO. Decco (1996) names the four strategies as follows: 'conscious induction as guided discovery',

‘induction leading to an explicit summary of behavior’, ‘subconscious induction on structured material’, ‘subconscious induction on unstructured material’.

### **III.1. Modality A: Actual deduction**

The rule is introduced and explained at the beginning of the learning process and then summarised and memorised on the basis of examples and exercises. For example, to teach cause and effect essay teachers explain in details the different structures of this type of an essay at the beginning of the writing instruction by given them examples in the form of handout. Then they let their students to write based on previous structures.

### **III.2. Modality B: Conscious Induction as Guided Discovery**

Within this variety of the inductive approach, the students are provided with multiple examples first. Then, the teacher asks key questions concerning the examples and directs the discovery of the rule, and thus the students are guided to infer and formulate it. For instance, to teach how to write a classification essay, the teacher hands a text as an example about ‘games’. He/she gives key questions such as, how many paragraphs are there in this essay? Which paragraph contains the thesis statement? What does the first sentence of the introductory paragraph represent? Can you identify the categories developed in the body paragraph? These questions help learners to discover the different components of an essay (introductory paragraph, body paragraph, and concluding paragraph). Through the guidance of the teachers, the students can infer the different elements of each paragraph, which are the hook, thesis statement, and supporting sentences.

### **III.3. Modality C: Induction Leading to an Explicit ‘Summary of Behavior’**

This type of induction is more behaviorist; the rule is ‘induced and internalized’ by the learners through extensive practice and the analysis of a given structure that is based on a set of examples. At the end of the learning process, after ‘the inductive inference’, which is a type of reasoning in which the rules go from the specific to the general (Decoo, 1996), the teacher

explicitly states the rule. That is to say, the students become familiar with the structure of a given type of an essay after practising the writing of various topics through imitating the model that has been already provided by the teacher. At the end, the teacher explains the different components of the classification essay for example in a clear way.

#### **III.4. Modality D: "Subconscious" Induction on Structured Material**

Subconscious induction is understood as the learning process that uses implicit formulated rules in which the teacher accelerates the process of inductive reasoning through using structured material, in such a way it helps students to master rules unconsciously (Decco, 1996).

#### **III.5. Modality E: "Subconscious" Induction on Unstructured Material**

The rule is deduced exclusively through intensive practice on unregulated original materials, inference comes naturally as first language acquisition.

In the modalities D and E the teacher lets learners to practise in two different ways. The first way, teachers for example ask learners to classify the types of movies through exposing them to structured materials. That is, to give them a model of a classification essay in a hand out, and then the learners write their essays unconsciously through imitation. The second one, the learners practise individually without the guidance of the teacher. More precisely, they are not manipulated or exposed to any material such as text; thus, the practice is natural.

### **Conclusion**

This chapter shed light on the basic concepts involved in the teaching of writing in general, and in the deductive and the inductive instruction in particular. These concepts are studied from different perspectives and different contexts. We attempt to put emphasis on the way of teaching writing inductively based on the theoretical framework of Decco's modalities (1996), which seems relevant to our topic as it helps to explain the inductive strategies that teachers follow to teach the writing skill.

Chapter Two

Research Design

### **Introduction**

This chapter is concerned with the research design of the study. First, it describes the context of the study and the participants involved in it. Then, it presents the data collection tools which are: a questionnaire for teachers and classroom observation. Finally, it describes the methods used for data analysis: the Statistical Package for the Social Sciences (SPSS) to analyze the close-ended questions and Qualitative Content Analysis (QCA) to analyze the open-ended questions of both the questionnaire and classroom observation.

### **I. Context and Participants of the Study**

#### **I.1. The Physical and Temporal Context of the Study**

This study deals with the issue of investigating the implementation of the inductive teaching in the writing module in the department of English at Mouloud Mammeri University, Tizi-Ouzou. It seeks to discover whether teachers in charge of the writing module implement the inductive method to teach writing, and the extent to which the latter is effective and important to improve learners' writing performance. The collection of the data through questionnaire takes place between June 5<sup>th</sup> and June 17<sup>th</sup> in the current academic year (2018). It is distributed to seven (07) teachers who are given the opportunity to take it with them. Only one respondent answers immediately, whereas the rest hand back the answers after more than a week. As regards the data collected through classroom observation, it starts from April 24<sup>th</sup> until May 21<sup>st</sup> with seven groups and we have observed three sessions with each one.

#### **I.2. Participants of the Study**

The participants involved in the study are teachers in charge of the writing module including male and female participants. Seven (07) teachers of the writing module are involved in this investigation. All of them teach writing for second year students in the academic year (2017-2018). The reason behind choosing this number of teachers is that there

are only seven (07) teachers who are in charge of the writing module for second year level at the department of English at MMUTO.

### **I.3. Piloting the Questionnaire Addressed to Teachers**

Before we have distributed the final form of the questionnaire, we have piloted the tool with three (03) teachers of writing for second year level of the department of English at MMUTO from May 30<sup>th</sup> to June 5<sup>th</sup>. The pilot work has been done in order to test our questionnaire. We have conducted this operation in order to check the feasibility and the clarity of the items, the format including the font and layout. Besides, the aim of piloting is to test the length of the questionnaire more precisely, the time taken to complete the tool. As Bell (1999) claims, all the data gathering instruments should be piloted to test how long it takes respondents to complete them and to check the clarity of the instructions and the questions.

After having taken all the comments of the participants into consideration, we have modified some questions; for instance, we have omitted the repeated question which states that ‘how does the inductive method influence the developments of students’ writing performance?’ and we have reformulate the question ‘do you find progression in students’ writing compositions after having used the inductive approach?’ Into ‘can the inductive method help students to progress in their writing compositions?’ So, we have obtained the main questionnaire which is composed of sixteen (16) questions. Therefore, the piloting stage has permitted us to make changes and clarify some questions in the questionnaire in order to make it clear and understandable.

## **II. Data Collection Procedures**

The main techniques adopted to answer the research questions are questionnaires and classroom observation. The combination of these two tools fit the mixed method for

collecting , interpreting and analyzing the quantitative and the qualitative data. Each tool supports the other in the sense that they provide complementary data .

Some questions in the questionnaire are repeated in the classroom observation in an attempt to check the extent to which the data are reliable , and clear. The nature of this study requires the mixture of quantitative and qualitative tools. The former provides us with numerical data which help the researcher not to be subjective and the latter offers open-ended responses or what is called non-numerical data which help us to interpret the respondents' opinions and meaning .

### **II.1. Questionnaire**

Brown (2001 cited in Dornyei, 2003) defines the questionnaire as a research instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers.

Questionnaires are used in order to collect quantitative and qualitative data. This research adopts a questionnaire that contains sixteen (16) statements. Eleven (11) of them are close-ended questions varied between yes/no questions, likert scale and multiple choice questions meant to gather statistical data. It also contains five (5) open-ended questions which provide us with qualitative data.

Our questionnaire aims at investigating the opinions of teachers about teaching writing; it seeks to check whether they implement the inductive method. The teachers' questionnaire is also intended to shed light on the impact of the inductive method on improving students' writing skill.

This questionnaire contains three sections. Section one deals with teachers' opinions about writing instruction. The second one deals with teaching writing inductively. The Last section turns around the impact of the inductive approach on the development of students' writing skill.

### **II.2. Classroom Observation**

Classroom observation is another research tool that is used to examine the teaching-learning process in context. Bell (1999:88) defines it as “*a technique that can often reveal characteristic of groups of individuals which would have been impossible to discover by other means*”. In this research, classroom observation is used as an extensive tool that helps to complete the results gathered through the questionnaire.

To achieve the aim of this study, a structured classroom observation is adopted by developing a checklist which is constructed on the basis of Decco’s modalities; it consists of eight (08) items delineated in twenty one (21) sessions attended with seven (7) teachers of the second year level. We have attended three sessions with each of them. This observation has taken place from April 24<sup>th</sup> 2018 till May 21<sup>st</sup> 2018.

The aim of the classroom observation is to discover which method is used by the teachers and more precisely to see whether the inductive method is adopted by the instructors of the second year level to teach the writing skill. It also tries to explore the extent to which this method can improve writing instruction in general and students’ performance in particular.

### **III. Data Analysis Procedures**

This part is concerned with the description of the methods used to analyze the quantitative data collected from the questionnaire and the qualitative data collected from the classroom observation. It deals with Statistical Package for Social Sciences and Qualitative Content Analysis respectively.

#### **III.1. Statistical Package for Social Sciences**

SPSS is a package that is widely used for statistical analysis in social sciences. Landu and Everit (2004: 04) assert: “*SPSS is a powerful, user friendly software package for the manipulation and statistical analysis of data*”. SPSS provides statistical description of the

numerical data. It transforms a huge amount of complex data into less complex, visual statistical tables, graphs, and charts. Thus, this program is selected as an analysis tool for its particularity and reliability.

In the present study, working with SPSS goes through three main steps (ibid). The first step is **the Design of the Questionnaire**. The questions of the questionnaire are codified into variables in the variables viewer window. Each variable is labelled according to the data it is designed to collect. Also, each variable holds various binary options which represent the various categories of the pre-decoded answers and statements.

The second step is **Data Input**. The data was obtained from the questionnaire are interpreted into numbers that are entered to the SPSS data viewer window. After the entering of all the data of the entire questionnaire, we move to the third step which is **Transforming Data**. Here, we could easily transform the input data visible and statistical outputs following very simple instructions to get tables of frequencies, graphs, and diagrams. In fact, the user can choose to transform all the data at once and together. Besides, s/he can choose to transform data obtained from each question alone or in conjunction with other questions that s/he selects.

### III.2. Qualitative Content Analysis

Qualitative content analysis is defined by Hsieh and Shannon (2005: 02) as “ *a research method for subjective interpretation of the content of the text data through systematic classification process of coding and identifying themes or patterns* ”. Another definition is proclaimed by Holsti (2005) which affirms that QCA refers to any technique for making inferences by systematically and objectively identifying special characteristics of a message. This technique enables researchers to systematically reduce large amounts of words and texts into fewer content categories through coding and

categorization. Hence, this study uses this technique to categorize the answers of the participants collected from open-ended questions and classroom observation.

### **Conclusion**

To conclude, this chapter mentions, clarifies and justifies the research methodology adopted in this study. It begins with the context and the participants involved in the study. Then, it describes the procedures of data collection: classroom observation and questionnaire. Finally , it presents the methods used to analyze the data collected from the questionnaires and the interviews which are Statistical Package for Social Sciences and Qualitative Content Analysis.

# Chapter Three

## Presentation of the Findings

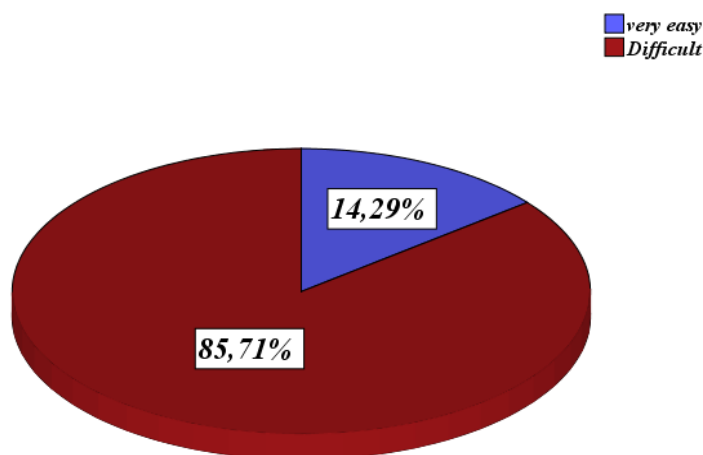
## **Introduction**

This chapter is designed to present the findings obtained from the questionnaire and the classroom observation. It is arranged into two parts. The first part deals with the presentation of the results of the teachers' questionnaire while the second one covers the outcomes obtained from the classroom observation sessions. For the sake of reliability and readability, the results are presented in percentages and are exposed in tables and pie charts.

### **I. The Presentation of Questionnaire Results**

#### **I.1. Section One: Teachers' Opinions about Writing Instruction**

**Q1: How do you find teaching writing for EFL learners?**



**Diagram 1: Teachers' Opinions about Teaching Writing**

This pie chart demonstrates that (85.71%) of the teachers state that teaching writing is difficult. However, (14.29%) of the participants find that writing instruction is very easy.

**Q2: Do you think that the amount of time devoted for teaching writing is sufficient?**

	Number of Teachers	Percentage	Valid Percentage	Cumulative Percentage
Yes	4	57.1	57.1	57.1
No	3	42.9	42.9	
<b>Total</b>	<b>7</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

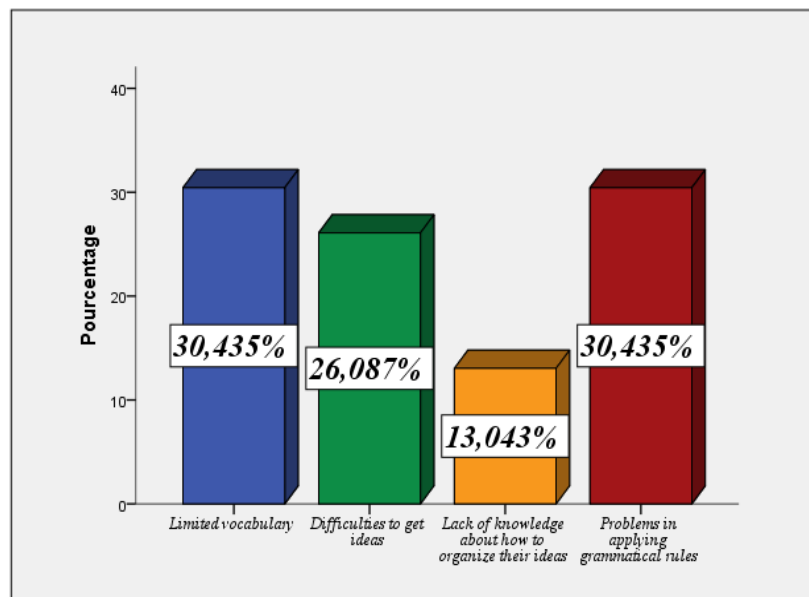
**Table 1: Teachers' Opinions about Time Devoted to Teach Writing**

The results from table (1) show that the majority of the teachers (57.1%) view that the amount of time devoted to teach writing is sufficient; whereas, (42.9%) of instructors claim that the amount of time devoted to teach writing is not sufficient.

### Would you justify your answer, please?

From the outcomes, the majority of the teachers assert that three hours a week are sufficient to introduce all the teaching materials, and to have the necessary practice. While some others state that two sessions per a week are not sufficient due to the large number of students of each class and teachers cannot look after each one to be sure about the efficiency of their skill.

### Q3: What are the main areas in which your students find difficulties when writing?



**Diagram 2: The Main Difficulties of Students when Writing in English**

As highlighted in diagram (2), (30.435%) of the participants state that the main difficulties that students find when writing are: limited vocabulary and problems in applying grammatical rules.

I.2. Section Two: Teaching Writing Inductively

Q4: Which method do you use in teaching writing?

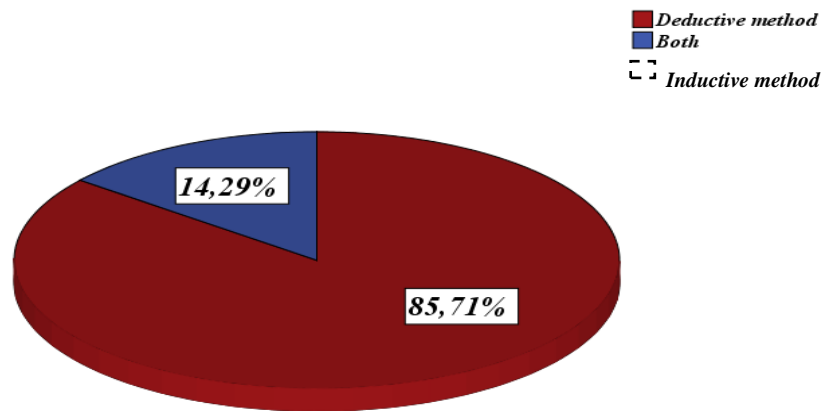


Diagram 3: The Method Used in Teaching Writing

As displayed in the diagram, the large numbers of participants who correspond to (85.71%) use the deductive method to teach writing. However, a few teachers (14.28%) use both the deductive and the inductive methods. And no one uses the inductive method alone to teach writing.

Q5: Which method do you find effective to teach writing? Why?

From the gathered data, the majority of the teachers find that both the inductive and the deductive methods are effective as they are complementary to help the students develop the writing performance. Others have different views. One participant claims that the deductive method is effective since it consists in providing the learners with clear definitions and models, as well as asks them to work.

While another participant finds that the inductive method is effective because it lets the learners to discover or to induce the rules from their own experiences. This promotes their thinking ability. Another respondent finds that the effectiveness of both methods depends on the objective of each writing class and the students' level. Only one teacher does not provide any answer.

**Q6: Does the inductive method promote active learning?**

	Number of Teachers	Percentage	Valid Percentage	Cumulative Percentage
Yes	6	26.1	85.7	85.7
No answer	1	4.3	14.3	
Total	7	30.4	100.0	100.0

**Table 2: The Promotion of Active Learning through the Inductive Method**

From table (2), it is clear that six (6) participants who stand for (85.7%) assert that the inductive method promotes active learning. Whereas, (14.3%) of the teachers do not provide answers.

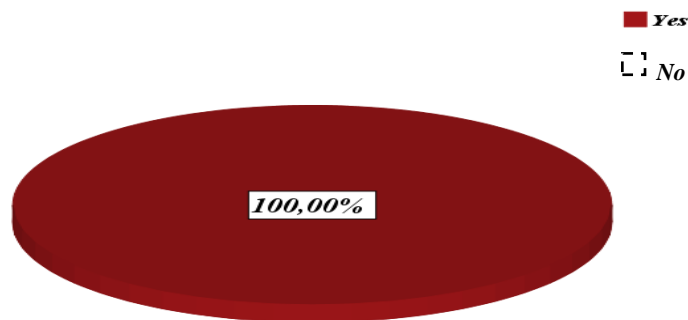
**Q7: Which of the following steps do you use in teaching writing?**

	Number of Teachers	Percentage	Valid Percentage	Cumulative Percentage
Explain the writing rules, give examples and allow students to apply them.	6	26.1	85.7	85.7
Both	1	4.3	14.3	
Total	7	30.4	100.0	100.0

**Table 3: Steps of Teaching Writing**

As illustrated in table (3), (85.7%) of the respondents claim that they explain the writing rules first, they give examples and allow their students to apply them. While, (14.3%) of the teachers use both steps, which are introduce students to many examples first, let them identify rules for themselves and apply them. Sometimes, they explain the writing rules first. They give examples and allow their learners to apply them.

**Q8: Can students infer the writing components of an essay through your guidance during the inductive instruction?**



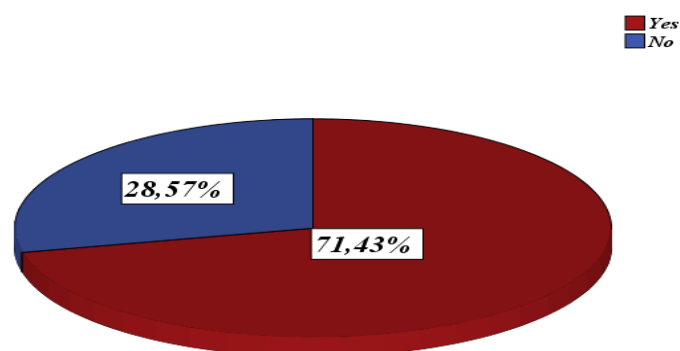
**Diagram 4: Students' Inference of the Writing Components through Teachers' Guidance**

The results indicate that all teachers (100%) state that students can infer the writing components of a given essay through their guidance.

**Q9: Which materials may the teacher use to accelerate the process of inductive reasoning in writing instruction?**

The materials, which teachers may adopt in order to accelerate the process of inductive reasoning during writing class are authentic texts, handouts, and extract from other printings.

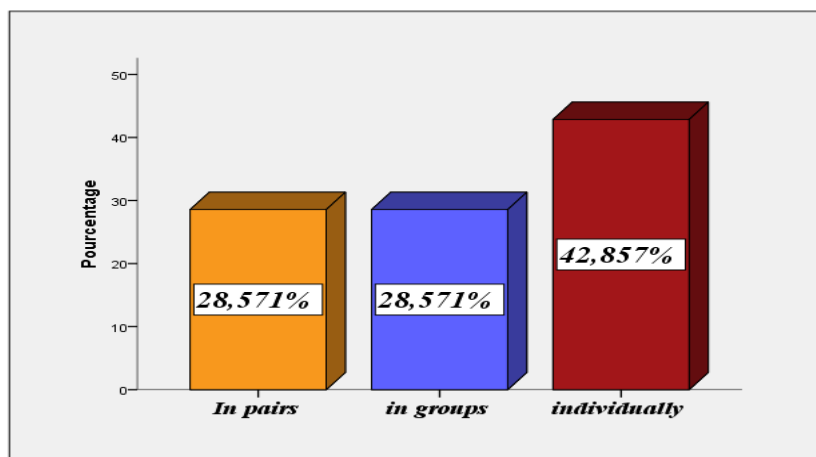
**Q10: Can learners induce the writing rules through extensive practice?**



**Diagram 5: Induction of the Rules through Extensive Practice**

Diagram (5) clearly indicates that the majority of the participants (71.43%) confirm that students can induce the writing rules through extensive practice. While (28.57%) argue that students cannot induce the writing rules or elements through extensive practice.

**Q11: How do you let your students work during writing activities?**



**Diagram 6: Students' Way of Working during Writing Activities**

According to the results revealed in diagram (6), (42.85%) of the participants let their learners work individually. However, (28.571%) of the instructors give them the opportunity to work in pairs, and the same number of the teachers (28.571%) let their students work in groups.

**12: What are the strategies that you use in writing instruction?**

The results demonstrate that there are many strategies used by instructors during the writing instruction. Some teachers use peer-correction, group work, pair work. Others use deductive reasoning and extensive explanation. Two teachers do not give any answers.

**Q13: How do you find the inductive method in teaching writing?**

	Number of Teachers	Percentage	Valid Percentage	Comulative Percentage
Beneficial	6	85.7	85.7	85.7
Not beneficial	1	14.3	14.3	
Total	7	100.0	100.0	100.0

**Table 4: The Quality of the Inductive Method**

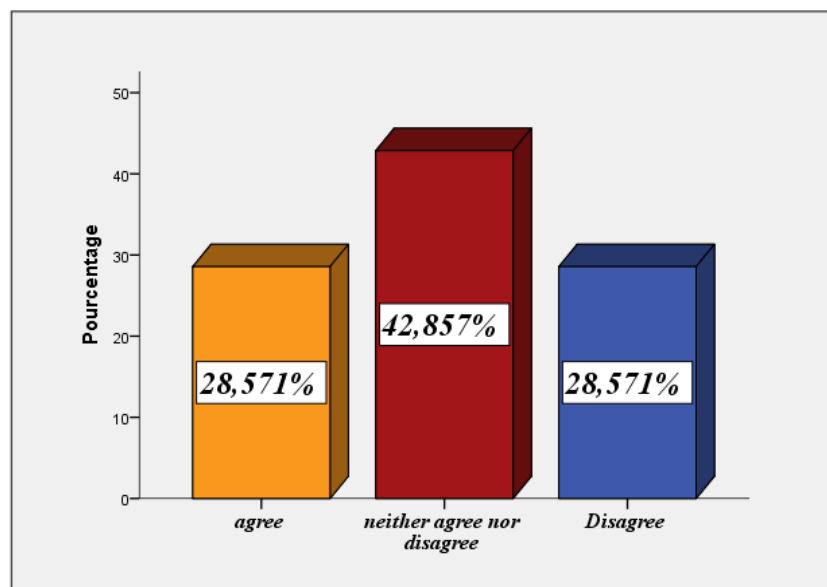
As we observe from table (4), the great majority of the participants (85.7%) advocate that the inductive method in teaching writing is beneficial. The other participants (14.3%) find that this method is not helpful.

### **Please justify your answer!**

The large numbers of the participants confirm that the inductive method in teaching writing is beneficial. They justify their answers by indicating that the students feel quite involved in the learning process, they memorize the application of the rules based on previous examples, and it teaches them to build bridges strategies. However, one teacher finds that the inductive method is not beneficial since it takes too much time especially in large classes.

### **I.3. Section Three: The Impact of the Inductive Approach on Development Students' Writing Skill.**

**Q14: Does the inductive teaching help students to improve their writing more than the deductive one?**

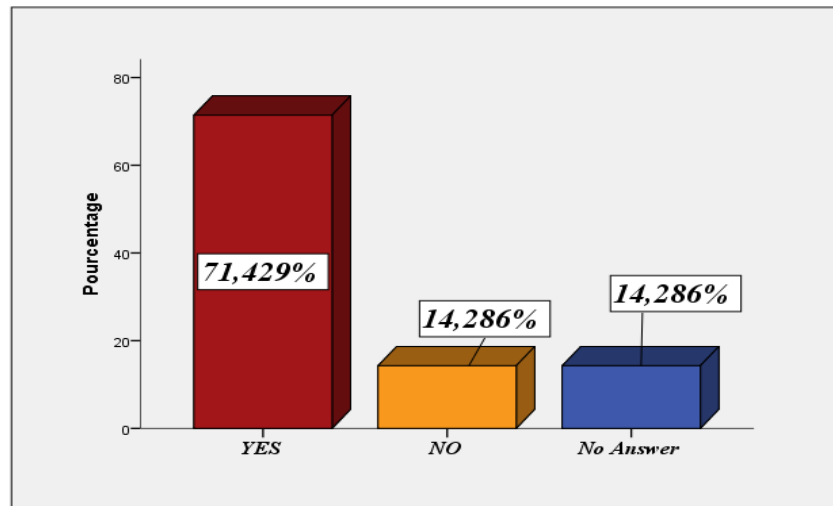


**Diagram 7: Teachers' Opinions about the Role of Inductive Method in Improving Students' Writing skill.**

It becomes clear from diagram (7) that (42.857%) of the participants “neither agree nor disagree” that the inductive teaching can help students to improve their writing more than the

deductive one. (28.571%) of them “agree” that the inductive teaching can help students to improve their writing more than the deductive one. The same numbers (28.571%) “disagree”.

**Q15: Can the inductive method help students to progress in their writing compositions?**



**Diagram 8: The Progression of Students' Writing Compositions**

The findings show that (71.429%) of teachers state that the use of the inductive method can help students to progress in their writing compositions; while, (14.286%) of them claim that the inductive method cannot help the progression of students' writing compositions. And the remaining participant does not answer.

### **Explain**

The majority of the participants find that the progression of the learners' writing compositions can be noticed with the use of the inductive method. Since the students develop a deep analysis of topics, they produce coherent and cohesive essays, and they avoid many grammatical and spelling mistakes. Other respondents do not provide answers.

**Q16: Does the inductive teaching method have a positive impact on students' performance in writing?**

	Number of Teachers	Percentage	Valid Percentage	Comulative Percentage
Yes	5	71.4	71.4	71.4
No Answers	2	28.6	28.6	
Total	7	100.0	100.0	100.0

**Table 5: The Impact of the Inductive Method on Students' Writing Performance**

As illustrated in table (5), (71.4%) of teachers claim that the inductive method has a positive impact in improving students' performance. (28.6%) of the participants do not provide answers.

## **II. The Presentation of the Results of the Classroom Observation**

For the sake of reinforcing the data gathered from the questionnaire, classroom observation is used as a research tool for collecting qualitative data on the way of teaching the writing skill. During the observation, we have attended seven (07) writing classes, from April 24<sup>th</sup> to May 21<sup>st</sup>.

### **1. Do the teachers provide the students with multiple examples during writing instruction?**

We have observed that during writing instruction, teachers do not give many examples to their learners. They give one example in the form of text to explain the different components of a given type of an essay. For instance, to teach a classification essay, the teacher gives a text about 'Rock of Age' in which they let the students read it. Then, they discuss the different elements included in this text such as the hook, the thesis statement, and the categories or types of 'Rock of Age' which are included in the body paragraphs.

### **2. Are examples followed by key questions?**

After the extensive explanations of the rules, each example is followed by key questions just under the text, or is given orally by the instructor. These questions guide the learners to find the technical structure of an essay. For instance, to teach cause and effect essay, one teacher gives to his/her learners a text entitled 'Shyness' followed by key questions including: which paragraph(s) discuss(es) the causes? Which paragraph(s) discuss (es) the effects? Extract the thesis statement of this essay. What is the function of the second paragraph?

### **3. Do students infer the writing components of an essay through the guidance of the teachers?**

We have noticed that, during the writing instruction the teachers do not guide their learners to infer the different rules of an essay since they have already mentioned them explicitly at the beginning of the lesson.

### **4. Can learners induce the writing rules through extensive practice?**

Noticeably, the majority of the learners do not induce the writing rules, but they just memorize them after an extensive explanation given by the teachers at the beginning of the lesson. And to reinforce their memorization, the teachers let their learners practise writing several times to master the rules of a given type of an essay. For instance, writing an introduction paragraph many times of a given type in order to better know all its features including the hook, the general statement, and the thesis statement. However, a few learners can induce the writing components after exposing them to a large amount of activities at the beginning of the instruction.

### **5. Does the teacher explain explicitly the different writing rules after the process of the inductive inference?**

During the observation, we have noticed that the majority of the teachers formulate the rule explicitly during the process of the deductive reference, to make sure that the students

understand it, and memorize the application of the particular rule based on provided examples. However, there is only one group in which the teacher explains the rules after the inductive inference.

### **6. Do teachers use materials to accelerate the process of the inductive reasoning?**

We have observed that, most teachers use different materials such as texts to accelerate the process of the deductive reasoning. For example, teachers teach writing with the handout which contains a given type of an essay such as a definition essay entitled ‘Punk: Oddity or Oracle?’, in which students use the cubing diagram as a technique to analyze the different compositions’ structure of this essay that stimulates the students reasoning. However, one teacher uses a text as a model followed by key questions to accelerate the inductive reasoning.

### **7. Do the teachers give examples to introduce the rules?**

From our observations, we have noticed that all teachers give example after introducing the rules orally or by writing them on the board. For instance, to teach a definition essay the teachers explain the basic components of this essay by giving a sample on ‘Democracy’. This essay includes the hook, thesis statement, and historical background, definition of ‘Democracy’, comment, and reflection.

### **8. Do teachers switch from the inductive to the deductive method while teaching writing?**

Noticeably, most of the teachers adopt only one method which is the deductive method and they do not shift from one method to another during writing instruction and this due to the large classes and time constraints. While, only one teacher does shift from one method to another and this depends on the objectives that the teacher wants to achieve and students’ level.

### **Conclusion**

This chapter presents the findings obtained from the classroom observation sessions and the teachers' questionnaire in the Department of English at Mouloud Mammeri University of Tizi-Ouzou. It reveals that the majority of the teachers use the deductive method more than the inductive one and these depend on the objectives, and the students' level. In the next chapter, we have discussed and interpreted these findings.

# Chapter Four

## Discussion of the Findings

### **Introduction**

This chapter is devoted to the discussion of the findings obtained from the two research techniques: Teachers' questionnaire and the classroom observation. The results are analyzed and interpreted together, and this because of the correlation that exists between the outcomes collected from these two research tools. The findings are then discussed in relation to Decco's modalities (1996). This chapter is divided into three major sections which aim at answering the research questions and check the accuracy of the advanced hypotheses. First, it discusses the results which are related to the methods used by the teachers to teach writing skill. Then, it deals with the different strategies used by the instructors. Finally, it outlines the impact of the inductive method on teaching writing performance.

#### **I. The Methods Used by the Teachers to Teach Writing Skill.**

The results obtained from both questionnaire and classroom observation sessions show that the majority of teachers use the deductive method to teach the writing skill. That is, in writing instruction teachers introduce the rules at the beginning of the lesson, and then provide learners with examples in form of handout to apply the particular rule. After that, the teachers provide to the learners a task in which they are asked to write an essay based on the previous rules. This latter then is introduced and is explained at the beginning of the learning process, and then they are summarized and are memorized based on examples and exercises that fits Modality A (see page 17). To illustrate, one teacher distributes to his/ her students a classification essay entitled 'College Students'. First s/he asks them to read the text, then together they start to extract the features of each part such as the hook which is given in form of quotation, the thesis statement which is formed from the three major categories of 'College Students' which are developed into three body paragraphs and which are summarized in the concluding paragraph. Each time the teacher explains explicitly the role of each part in this type of an essay.

Therefore, modality “B” suggested by Decco (1996) is not implemented since teachers do not provide their learners with multiple examples at the beginning of the lesson in order to guide their learners to discover the structure of a given essay by themselves. However, only one teacher uses both the inductive and the deductive methods. That is, the teacher lets his/her students to induce the rule from the given examples that are followed by key questions. Induction thus happens when a student *"evolves a rule"* from the given examples *"with the help of his teacher"* (Rivers, 1975 cited in Decco, 1996). In addition, when s/he feels that his/her learners are passive, they cannot induce or discover the different elements of a given essay, s/he changes his/her way of teaching from the inductive to the deductive instructions.

These findings answer our research question, which show that the teachers of the second year level do not use the inductive method but they use the deductive one to teach the writing skill. Besides, they refute the first hypothesis which states that teachers rely on the inductive approach to teach the writing skill for second year students of English at MMUTO.

### **II. The Different Strategies Used by the Teachers during the Writing Instruction**

As displayed in the previous chapter, the majority of the teachers claim that through extensive practice learners can induce the rules. This means that, the instructors give their students a set of exercises about writing different components of a given type of an essay. These activities are followed by examples to help students to induce the rules in such a way the students become familiar with them. For instance, teachers ask their students to write a definition essay on ‘Success’. This activity is followed by an example about ‘What it is to be a teacher’. Based on this example, students can induce the rules of a definition essay and write their own essay about ‘Success’. At the end, the teacher explains in clear way the different components of the definition essay. This result corresponds to what is stated by Decco (1996) in modality C (see page 17).

Thus, by exposing them to a large amount of activities, students become active as well as responsible for exploring the rules by themselves. In this respect, Hinkle and Fotos (2002) say that when learners take part in the learning process actively to discover the rules they develop their autonomy, which make them good language learners. Whereas, in the remaining groups the learners do not induce the rules of writing, they just memorize them after extensive explanations at the beginning of the lesson. To make their students aware of the different features of a definition essay for example, the teachers let their students write their own introductory paragraph on a given topic until they manage to master all the features in order to form a coherent and a cohesive introduction.

Moreover, as indicated in diagram 6, (42.85%) of teachers prefer to let their students work individually; others (28.571%) let them work in pairs as well as in groups. This reveals that the majority of teachers give their students the opportunity to work alone which increase their autonomy and self-reliance. Others give them the chance to work collaboratively in order to share their ideas, discuss, and discover together the different components of an essay.

Additionally, from teachers' answers to the open-ended question about the different strategies that they use in writing instruction, it is confirmed that some instructors use peer correction, which is considered as a valuable element in the writing process which encourages students to work collaboratively (Harmer, 2005). Pair and group work are other strategies used by teachers to encourage students to be more involved and enable them to focus on tasks. This creates a situation in which students can share their ideas and help each others. Group work may represent a valuable strategy that would increase students' achievement and to sustain them to attain a high academic level (Kagan et al, 1985).

Others use deductive reasoning and extensive explanations that is, the teacher introduces and explains explicitly the concept and the rules related to the writing from general to specific. The results allow us to refute the second hypothesis because teachers use

deductive reasoning as a strategy which applies a general rule to particular instances, rather than the inductive one including inductive reasoning, which involves inference from the particular to the general.

### III. The Impact of the Inductive Method on Students' Writing Performance

It is clearly shown in the previous chapter that the majority of teachers believe in the effectiveness of both the inductive and the deductive methods, which depend on the objectives of each writing class and learners' level. They choose the method that fits the purpose that s/he wants to achieve in his/her lesson by taking into account the learners thinking ability; for example, there are some learners who assimilate things rapidly and others who do not. Others state that the inductive method is effective, one teacher argues, "*The inductive method comes from the inductive reasoning stating that reasoning progression proceeds from particulars. Learners are left to discover or induce the rules from their own experience.*" Through induction, students observe a number of specific instances and from them they infer general concepts of a given writing composition. Rules, which learners discover for themselves, are more meaningful, memorable and serviceable than the ones that have been presented by the instructor.

On the other hand, the minority of the teachers see the deductive method as being more effective because it puts the learners at the heart of the learning process by providing them with sufficient and clear definitions and models from the beginning of the lesson. The deductive approach is certainly easier to apply and leaves little room for mistakes providing that the rule is concisely and clearly stated. Eisenstein (1987) suggests that with the deductive approach, learners are in control during practice and have less fear of drawing an incorrect conclusion related to how the target language is functioning.

The study also reports that a great number of teachers (85.7%) agree on the fact that the inductive method promotes active learning. This indicates that learners are active in the

classroom when they discuss questions and solve activities. Rivers and Temperley (1987) state that students are more actively involved in the learning process, rather than being simply passive learners, they are therefore likely to be more attentive and more motivated.

Furthermore, based on the results, teachers find it more beneficial to use the inductive method in teaching writing. This is because this method encourages active involvement of the students as it allows them to build knowledge by themselves either individually or by participating and collaborating with each other. These findings go hand in hand with Paradowski (2007) who states that the inductive approach is student centered. It allows students to become deeply involved in the language they are writing and offers potential for reflection. Few teachers, however, claim that this method is not beneficial because of the large classes size that poses many challenges, and the issue of the time constraints. That is, this method doesn't work in crowded classes because teachers can not pay equal attention to all students and can not correct all students' work during instruction and this due to the limited period of time.

Moreover, the majority of teachers claim that the inductive teaching helps students to ameliorate their writing and this depends on some conditions; for example, students' motivation that is for inductive instruction to be effective, students need to participate in the lesson and answer questions. Therefore, with less motivated and less interested students, deductive method works better. As well as the inductive method makes students avoid many grammatical and spelling errors as well as producing coherent and cohesive essays.

On the basis of the data obtained, we conclude that the inductive method has a positive impact on students' writing performance. This method influences students by giving them the opportunity to discover and extract the rules by themselves in order not to forget them. It also helps them to acquire more knowledge about writing components and produce well structured essays. Therefore, the results answer the third research question and confirm our third

hypothesis which state that the inductive approach improves far great extent the students' writing performance.

### **Conclusion**

To summarize, this chapter interprets and discusses the results obtained from both the questionnaire administered to the teachers of second year level who are in charge of the writing module, and from the classroom observation. The interpreted results answer the three research questions of the study. Besides the two suggested hypotheses are refuted; the first is the teachers rely on the inductive approach to teach the writing skill for second year students of English at MMUTO. The second one is teachers use the inductive reasoning as strategy to teach writing. This doesn't mean that the inductive method is not effective to teach writing. However, there are some reasons which explain the fact that it is not used in this level including time constrains, students' level and large size classes. Indeed, one hypothesis is confirmed which states that teaching writing inductively improves to a great extent the students' writing performance.

# General Conclusion

### General Conclusion

The present study has investigated the implementation of the inductive approach in teaching writing for the second year level in the department of English at Mouloud Mammeri University, Tizi-Ouzou. That is, it has attempted to determine whether the teachers of the second year level use the inductive method to teach writing or not. It has also sought to identify the different strategies used by the instructors to enhance students' writing performance as well as to shed light on the effectiveness of this method in teaching writing. The investigation is important in this area because this subject is new especially at MMUTO. This work has been conducted on the basis of Decco's Modalities (1996), which emphasize on the way teachers should teach writing inductively to help students to master the writing skill.

This research has three major objectives. The first objective is to determine whether the second year students were taught writing inductively. The second objective is to discover the different strategies used by teachers to teach writing. The third and the last objective is to highlight the effectiveness of the inductive approach in teaching the writing skill.

To answer the research questions and to test the hypotheses of the study, a mixed method is used, combining both quantitative and qualitative methods for the sake of analyzing and interpreting data. These data, indeed, were drawn from two distinctive research sources. A questionnaire is distributed to seven (07) teachers who are in charge of writing module at the department of English. A classroom observation is also adopted as a research tool in order to gather the necessary and appropriate data for the research. For quantitative data analysis, a computer program known as "SPSS" is used to evaluate statistical data. In addition to this statistical method, a Qualitative Content Analysis (QCA) is used to interpret the data gathered from the classroom observation and open-ended questions of the questionnaire.

Relying on some findings which serve as answers to our hypotheses, the obtained results have been interpreted in relation to the questions raised up in the general introduction. The findings have shown that the inductive approach is not a new concept for all teachers. It is also revealed that despite the teachers' awareness of the importance of this approach in teaching writing, the majority of them do not use this method of teaching. That is to say, the majority of teachers do not implement the Decco's modalities of teaching inductively, this refute the first hypothesis which states that teachers rely on the inductive approach to teach the writing skill. The main reasons that hinder teachers in charge of the writing classes to teach inductively include large size classes, knowing that the majority of them contain between 28 to 35 students, time constraints, since the time devoted to this module is not sufficient, and the last reason is concerned with students' level.

Furthermore, based on the data obtained from the questionnaire, it is concluded that the majority of teachers use deductive reasoning as strategy to teach writing. Thus, we refute the second hypothesis which states that the inductive strategy used is inductive reasoning. Besides, the third hypothesis of this study is confirmed since the majority of teachers argue that teaching writing inductively improves to a great extent the students' writing performance.

Before it has reached a complete fulfillment, the current study has encountered two main limitations. The first is the limitation of time. We have had a short time to investigate the issue, collect data, and due to the final semestrial exams we have not attended more sessions with the teachers. The second factor is the small number of the participants; our research has targeted only the teachers in charge of the writing module for the second year level who represent seven (7) teachers in the department of English at MMUTO.

Despite these limitations, we have tried hard to collect as much reliable, clear, and honest data as possible and we hope that our work will be beneficial and useful. We also hope that this research paves the ways to future researchers interested in the same area to carry on

the way of teaching writing inductively. This research can be replicated using another methodological investigation such as experimental design to study more the way of teaching writing skill, or investigating other topics such as teaching reading skill through using inductive method, and the investigation of the effectiveness of adopting an inductive approach in teaching grammar for beginners.

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# Appendices

# QUESTIONNAIRE FOR TEACHERS

Dear teacher,

This questionnaire is part of our research, which is about ‘the Use of the Inductive Approach to Teach the Writing Skill for the Second Year Level’. Your answers will be helpful in enhancing our study. So, you are invited to select answers or provide full statements when necessary. Your responses will be confidential and used only for academic purposes.

**THANK YOU VERY MUCH FOR YOUR HELP.**

## Section One: Teachers’ Opinions about Writing Instruction

1. How do you find teaching writing for EFL learners?

Easy	<input type="checkbox"/>	very easy	<input type="checkbox"/>
Difficult	<input type="checkbox"/>	very difficult	<input type="checkbox"/>

2. Do you think that the amount of time devoted to teaching writing is sufficient?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

Would you justify your answer, please?

.....

.....

.....

3. What are the main areas in which your students find difficulties when writing?  
(You can choose more than one option)

Limited vocabulary	<input type="checkbox"/>
Difficulties to get ideas	<input type="checkbox"/>
Lack of knowledge about how to organize their ideas	<input type="checkbox"/>
Problems in applying grammatical rules	<input type="checkbox"/>

If there are other answers, please specify!

.....  
.....  
.....

**Section Two: Teaching Writing Inductively**

4. Which method do you use in teaching writing?

Inductive method                       Deductive method   
Both

5. Which method do you find effective to teach writing? Why?

.....  
.....  
.....  
.....

6. Does the inductive method promote active learning?

Yes                       No

7. Which of the following steps do you use in teaching writing?

a. Introduce students to many examples, let them identify rules for themselves and apply them

b. Explain the writing rules, give examples and allow students to apply them

8. Can students infer the writing components of an essay through your guidance during the inductive instruction?

Yes                       No

9. Which materials may teachers use to promote the inductive reasoning in writing instruction?

.....  
.....  
.....  
.....

10. Can learners induce the writing rules through extensive practice?

Yes

No

11. How do you get your students work during writing activities?

In pairs

in groups

individually

12. What are the strategies that you use in writing instruction?

.....  
.....  
.....

13. How do you find the inductive method in teaching writing?

Beneficial

not beneficial

Please justify your answer!

.....  
.....  
.....

**Section Three: The Impact of the Inductive Approach on the  
Development of Students' Writing Skill**

14. "The inductive teaching help students to improve their writing more than the deductive one"

Strongly agree

agree

neither agree nor disagree

Disagree

strongly disagree

**15.** Can the inductive method help students to progress in their writing compositions?

Yes

No

Explain

.....

.....

.....

.....

**16.** Does the inductive teaching method have a positive impact on students' performance in writing?

Yes

No

## Classroom Observation Checklist

**Name:**

**Date:**

**Class observed:**

**Time:**

**Observer:**

	Yes	No	Comments
1. Does the teacher provide the students with Multiple examples during writing instruction?			
2. Are examples followed by key questions?			
3. Do students infer the writing components Of an essay through the guidance of the Teachers?			
4. Are the writing rules induced and Internalized through extensive practice?			
5. Does the teacher explain explicitly the Different Writing rules after the process of the Inductive Inference?			
6. Does the teacher use materials to accelerate the Process of inductive reasoning?			
7. Does the teacher give examples to introduce The Rules?			
8. Does the teacher switch from the inductive to the deductive method while teaching writing?			