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'GUIDED DISCOVERY' AS AN INDUCTIVE WAY OF TEACHING GRAMMAR

The paper presents the means and ways of using the inductive method in teaching English tenses, the analysis of a lesson using this method, as well as different types of exercises which give the students the opportunity to use the new grammar material in a natural context. The main advantages of the inductive method prove its efficiency in teaching grammar. An attempt is made to reveal the positive effect of the inductive method on the grammar academic achievement of the students.

Key words: *inductive method, deductive method, approach, context, form, meaning, pronunciation, guided discovery*

English grammar instruction is extremely important. Grammar teaching is identified by researchers as the process by which learners realize the forms and features of the target language with the help of various methods and useful activities that guide learners to use the language in an effective and communicative way. It is a common idea among researchers that grammar teaching benefits learners in language acquisition; there has been an ongoing debate about the way grammar is taught. Researchers mostly argue about whether to have instructions to teach grammar or to make the learners recognize the grammatical structures on their own. Grammar teaching is more than making learners memorize a set of rules in TL (target language). The main function of grammar teaching is to empower the learners to comprehend these sets of rules and so to provide them with the skill of interpretation in TL.

A considerable amount has been written on how grammatical rules should be presented. One issue concentrates on whether rules should be presented deductively or inductively; in other words, whether students are presented with the rules directly (deductive approach) or whether they have to figure out the rule for themselves (inductive approach). The deductive instruction in grammar teaching is a more teacher-centered approach as compared to the inductive instruction. This means that the teacher introduces the new concept to the students, explains it, and then has the students practise using the concept. For example, when teaching a new grammar concept, the teacher sets forth the concept, explains the rules related to its use, and finally the students practise using the concept in a variety of different ways.

The deductive method is often criticized because: a) it teaches grammar in an isolated way; b) little attention is paid to meaning; c) practice is often mechanical.

This approach refers to the traditional style in grammar teaching because grammatical structures or rules are dictated to students first, a more effective and

time saving way under certain circumstance just like teaching a monolingual class /Rivers and Temperley, 1978: 110-112/

Krashen argues that the deductive approach seems "much more reasonable (in comparison with the inductive approach). Why make students guess the rule?" According to him, "Teachers should present a clear explanation and have students practise untill the rule is internalized" /Krashen, 1982: 65-78/. The inductive approach, instead of basing on a teacher-fronted transmission-style classroom, is student-centered and allows learners to become deeply involved in the language they are studying.

The main aim of the present paper is to analyse the use of the inductive method and apply it when teaching English tenses, particularly Present Perfect Simple and Present Perfect Continuous as well as to prove the efficiency of this method in teaching tense-aspect forms. At the end of the paper a plan of a lesson using this method is presented.

In the inductive instruction, new grammatical frameworks or rules are presented to students in an authentic language context. 'Noticing' is a good factor in the inductive instruction /Gower, Philips, and Walters, 2006: 135-136/. The inductive approach represents a different style of teaching where the new grammatical structures or rules are presented to the students in a real language context. The inductive method is based on group work activities and giving generelizations and examples firstly. The students learn to use the structures through practising the language in context, and later elicit the rules from the examples. For example, if the structure to be presented is the comparative form of the adjective, the teacher would begin the lesson by drawing a figure on the board and saying, "This is Jim. He is tall." Then, the teacher would draw another taller figure next to the first saying, "This is Bill. He is taller than Jim." The teacher would then provide many examples using students and items from the classroom, famous people, or anything within the normal daily life of the students, to create an understanding of the use of the structure. The students repeat after the teacher, after each of the examples, and eventually practise the structures meaningfully in groups or pairs /Goner, Philips, and Walters, 1995: 135-136/. With this approach, the teacher's role is to provide meaningful contexts, to encourage demonstration of the rule, while the students evolve the rules from the examples of its use and continued practice /Rivers and Temperley, 1978: 110/. The approach brings about a greater learning outcome as students have been intensively working on the rule for a rather long time. Besides, students become less dependent on grammatical patterns and no longer think 'grammar is hard, and only a teacher can say how to do it.' They learn how to deal with linguistic concepts, though not specifically with the terms related to it. However it is wrong to think that the abstract form is 'the real rule'. Linguistic terms can be given after the induction process has been completed. The rule will then make sense to students.

Scrivener suggested 'discovery technique' as an inductive way of teaching grammar. The main aim of the 'discovery technique' is to engage students in discovering a generalized grammar rule or pattern /Scrivener, 2011: 175-180/.

'Guided discovery' is considered to be the basic approach of the inductive method. On the whole it is based on the principle that students learn better if they are involved in working something out for themselves, rather than just passively being told it. The more you can involve your students at this stage, the better.

In order to organise the language focus stage so that your students are as involved as possible, you need to:

1) Work out yourself what students need to know about the language MFP (meaning, form, pronunciation) in order to use it correctly.

2) Introduce TL through one of the ways already covered in the course. Text-based presentations are particularly suitable, as the language is written down for the students to work with. As usual, deal with the meaning before dealing with the new language.

3) Devise a series of questions that students can work out on their own and then in pairs/groups. This can take the form of a worksheet which might include the following:
   - sample sentences from which students can work out the rule,
   - Concept checking questions (CCQ),
   - the rule itself with gaps in it for the students to fill in,
   - matching activities,
   - boxes for students to fill in the form,
   - questions on pronunciation (weak forms/ word stress/ sentence stress).

4) The teacher runs the open class feedback stages checking the answers and clarifying any points that the students are still having problems with.
   The approach has the following advantages:
   - students work things out for themselves, which aids learning,
   - students feel challenged,
   - it encourages learners' independence,
   - it builds students' confidence,
   - teacher spends less time talking,
   - teacher is less likely to miss important bits out,
   - teacher can monitor to see how much the students already know,
   - if the students already know the language point, they're less likely to be bored because they are involved in checking their existing knowledge.

To better understand the main aim of guided discovery let us examine some methodological elements in grammar instruction and make up our own grammar-based lesson plan based on teaching grammar inductively.

The main aim of the lesson is to introduce: a) the use of Present Perfect Simple and Present Perfect Continuous with reference to events connected with the present, b) MFP of Present Perfect Simple and Present Perfect Continuous.

The lesson is intended for intermediate level students with the topic vocabulary "Work".

Below are the main stages of the lesson.

1) **Warm up:** the aim of the stage is to generate interest in the target topic area.

e.g. Do you work at home or do you know anyone who does? Do you/they enjoy it? (The teacher asks questions based on the topic which is going to be discussed for the lead in stage).

2) **Vocabulary:** vocabulary that is appropriate for the grammar patterns mentioned above.

e.g. time-consuming (the teacher can bring some examples where the word is introduced)

e.g. She has been working from home for ten years as it is *time-consuming* to commute to work.

CCQ: Do you agree that it is *time-consuming* to commute to work? (the students should answer 'Yes/No')

e.g. work-life balance (the teacher can introduce the vocabulary item in a context)

*e.*g. What I want is a better *work-life balance* so I can be with my family more of the time.

CCQ: Is *work-life balance* the time you spend at work and home? (the students should answer 'Yes/No')

3) **Prediction:** the teacher shows a picture of a person who works at home and asks.

e.g. Do you think he enjoys working from home?

Then the class is going to read the text **"Working - from - home dream now a reality."**

4) **Grammar Presentation:**

- **Introducing TL in context.**

The students are going to read a text. A solid grammar presentation requires a natural context for recognizing how that particular concept applies to their needs. Grammar must be presented in context. The teacher prepares supporting material: a short story (situation), a dialogue, or other narratives (a letter, an e-mail message). The grammar pattern is used in the context several times. It will be useful to print the clauses/sentences that the teacher is going to ask the students to read out in bold in order to elicit **Meaning,** with the words of the actual grammar point to show the **Form.**

Procedure: the students read a short article about a man who works at home.

Sunjit Petel is a graphic designer with a well-known publishing company. He **has lived** in England since he was five. He lives in South London, and for the last three years he **has been working** from home. He prefers working from home because he can spend more time with the family and have a better work-life balance.

Sunjit Petel says, "I **have been working** from home since my son was born and **have been** really **enjoying** it. But, I can tell you that homeworking requires special skills like self-discipline and time management. I **have known** my boss and colleagues for a long time now, which really helps because you have got to trust each other. You also need to have regular contact, by phone, mail or video conferences, and you need to make regular trips to your office. Otherwise you really miss out on the gossip and on the social work."

After reading the text the next stages of the lesson follow:

- **Meaning:** the teacher asks questions and elicits from students the meaning of the grammar point. They need to understand when and why the grammar points are used and what meaning they convey. We do it by means of 'guided discovery', for instance:
  a. using CCQs. (to answer CCQs students give Yes/No answers)
  e.g. She has been playing volleyball for 20 years.
  1. Is she still playing volleyball? <u>Yes</u>
  2. Did she start playing volleyball 20 years ago? <u>Yes</u>
  b. using sample sentences from which students can work out the rule. (Present Perfect Simple or Present Perfect Continuous)
  1. is used to emphasize the result of the activity.
  2. is used to emphasize the duration.
- **Form:** the teacher asks questions and elicits formulas from the students, making sure that the students understand how the sentences are formed, relying on the familiar elicitation process, and not the lecturer. It can be done this way. The students are given hand-outs with the components of Present Perfect Simple and Present Perfect Continuous. They are supposed to arrange the components in the correct way and complete the chart.

Hand-out 1

How do we form Present Perfect Simple?
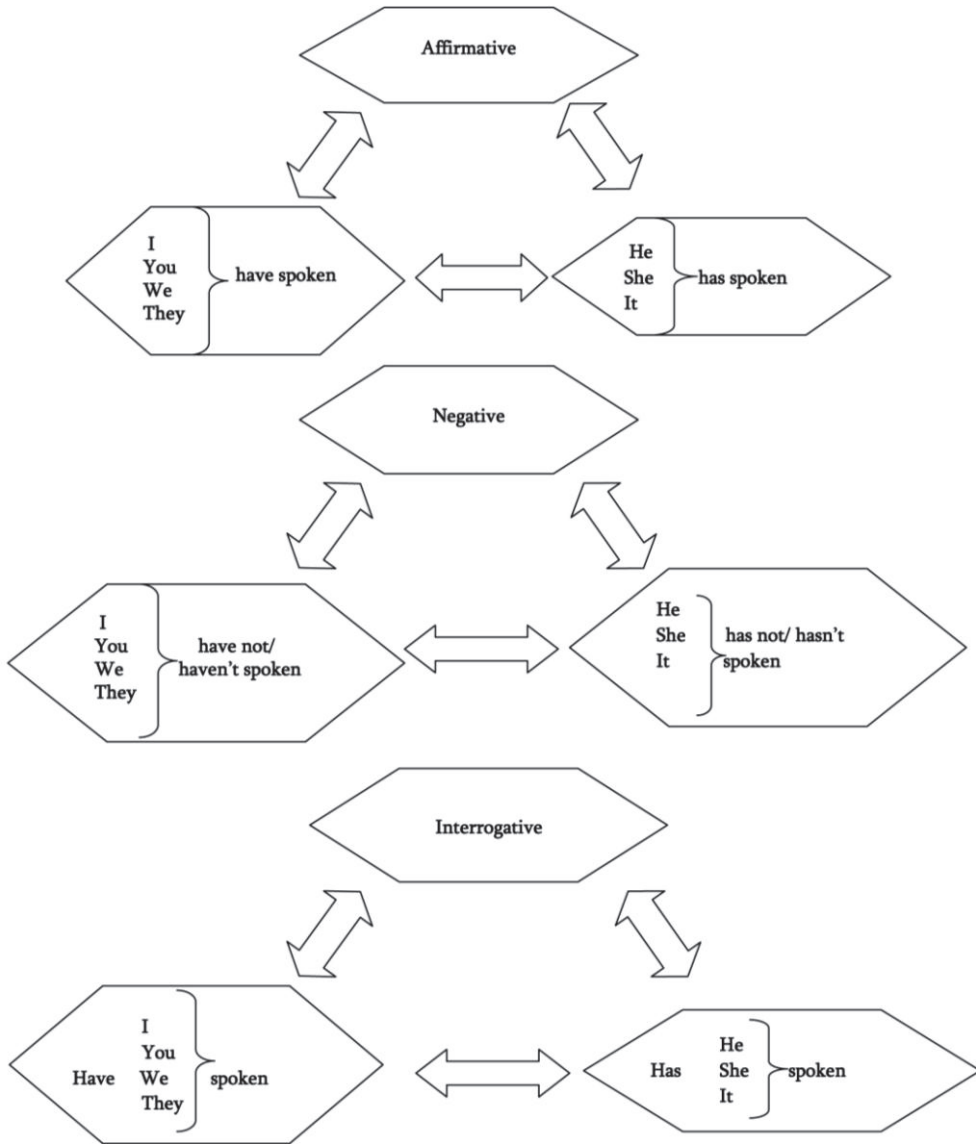Arrange the components given below in the proper order using the boxes.

have/has   past participle   subject

(subject)	*(have/has)*	*(past participle)*

Then the students are asked to complete the chart covering the use of Present Perfect Simple in different communicative types of sentences (as given below).

The **Form** can also be presented in the following way.

Which of the following statements is true?
1. It is formed with *have/has + been + -ing*
2. It is formed with *have/has + -ing*
3. Questions are formed by placing *have/has* at the beginning of the sentences.
4. The negative sentences are formed by adding *not* after *have/has*.

- **Pronunciation:** students clarify the pronunciation features of TL. The teacher focuses on contractions and weak forms.

5) **Controlled practice:** various types of exercises can be used to practise TL in limited context. The exercises may contain the following task.
Complete the sentences with Present Perfect Simple or Present Perfect Continuous of the verbs given in the box. Use each verb several times.

watch	learn	write

1. I _____ emails all day.
2. I _____ 20 emails today.
3. He _____ English for six months.
4. He _____ seven new words today.
5. Ann _____ TV all afternoon.
6. Ann _____ five TV programmes this afternoon.

6) **Free practice:** the students are given a chance to use the new grammatical structures in a natural context, it should be interactive and student-centered. as well as thematic. The teacher should plan such an activity so as to make students use the grammar pattern naturally. They can make up dialogues, situations, etc. using TL.

To sum up, on the basis of the above mentioned techniques we can draw conclusions about the advantages of the inductive method:
- It enables students to use grammar in real communicative context.
- Students learn how to deal with linguistic concepts, though not specifically with the terms related to it.
- Students become less dependent on instructions.

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Կ. ՍՈՂՈՄՈՆՅԱՆ – *Ուղղորդված եզրահանգման մեթոդը[1] որպես բերականության դասավանդման ինդուկտիվ միջոց.* – Հոդվածում ներկայացված է ինդուկտիվ մեթոդի կիրառումը անգլերեն ժամանակաձևերի դասավանդման ընթացքում, ինչպես նաև այդ մեթոդի հիման վրա անցկացվող դասի վերլուծություն, տարբեր տեսակի վարժություններ, որոնք հնարավորություն են տալիս ուսանողներին կիրառել ձեռք բերած գիտելիքներն և հմտությունները իրական հաղորդակցության համատեքստում: Ներկայացված են նաև ինդուկտիվ մեթոդի հիմնական առավելությունները, որոնք նպաստում են անգլերենի բայաձևերի դասավանդման գործընթացի արդյունավետության բարձրացմանը:

Բանալի բառեր. ինդուկտիվ մեթոդ, դեդուկտիվ մեթոդ, մոտեցում, համատեքստ, նշանակություն, կազմություն, ուղղորդված եզրահանգման մեթոդ, գործնական աշխատանք

К. СОГОМОНЯН – *Метод «поиск» как индуктивный способ преподавания грамматики.* – В статье рассматривается использование индуктивного метода при обучении временных форм глагола английского языка. Проанализирован план урока с применением данного метода, приведены различные типы упражнений, которые дают студентам возможность использовать приобретенные знания и умения в реальном контексте. Представлены основные преимущества индуктивного метода, способствующие повышению его эффективности в обучении глагольных форм английского языка.

Ключевые слова: индуктивный метод, дедуктивный метод, подход, контекст, значение, форма, метод «поиск», практика

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[1] Թարգմանությունը առաջարկված է հեղինակի կողմից