A COMPARISON BETWEEN THE INDUCTIVE METHOD
AND THE DEDUCTIVE METHOD IN TEACHING ENGLISH
REPORTED QUESTIONS TO ELEVENTH GRADERS IN JORDAN

By

Ewayyed Awad Hassan Abu Housh
B.A. (English Language and Literature)
Yarmouk University, Irbid - Jordan, 1982

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Thesis Committee

Dr. Riyad F. Hussein
Chairman

Dr. Khalaf Makhazoomy
Member

Dr. Pathi Malkawi
Member

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ABSTRACT

A Comparison Between the Inductive Method and the Deductive Method in Teaching English Reported Questions To Eleventh Graders in Jordan

M.A. Thesis (TEFL)

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Ewayyed Awad Abu Housh

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The purpose of the study was to compare the effectiveness of the deductive method and the inductive method in teaching English reported questions to the second secondary scientific stream students in Jordan.

The hypotheses of the study were:

(1) There is no statistically significant difference in the students' achievement mean scores on reported questions due to the method of instruction.
(2) There is no statistically significant difference in the students' achievement mean scores on reported questions due to the interaction between the method of instruction and the students' sex.

(3) There is no statistically significant difference in the students' achievement mean scores on reported questions due to the interaction between the method of instruction and the students' achievement level.

(4) There is no statistically significant difference in the students' achievement mean scores on reported questions due to the students' sex.

(5) There is no statistically significant difference in the students' achievement mean scores on reported questions due to the students' level of achievement.

The population of the study consisted of all the second secondary scientific stream students in the schools in the city of Irbid, for the second semester of the academic year 1986/1987.

The sample of the study consisted of four sections (150 subjects). Two sections (one male and one female) were randomly assigned for the deductive method and the other two sections were assigned for the inductive method. Both groups
were taught the English reported questions.

The researcher developed and employed a pre and post test. It consisted of (20) multiple choice items on reported questions. Content validity of this test was established by a jury of judges.

The achievement test was administered before and after the study to detect the differences in students' achievement before and after instruction.

Using pre-test scores as covariates, analysis of covariance was used with 2 x 2 x 3 factorial design to test the hypotheses of the study.

The results of the analysis were:

(1) There was a statistically significant difference between the mean scores of the deductive group and the inductive group in favor of the deductive group.

(2) There was no statistically significant difference in the achievement mean scores of the inductive group and the deductive group due to the interaction between the method of instruction and the students' sex.
(3) There was no statistically significant difference in the achievement mean scores of the inductive group and the deductive group due to the interaction between the method of instruction and the students' achievement level.

(4) There was a statistically significant difference in the students' achievement mean scores due to the students' sex.

(5) There was a statistically significant difference in the students' achievement mean scores due to the students' level of achievement.

The results of this study indicated that the deductive method was more effective than the inductive method in teaching English reported questions to the second secondary scientific stream students.

In light of the results of the study further studies in other classes and for a longer period of time; and studies in the attitudes of students and teachers toward deductive and inductive teaching were recommended.