INDUCTIVE METHOD AND DEDUCTIVE METHOD IN TEACHING ENGLISH CONDITIONAL SENTENCES

by

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ABSTRACT

Inductive Method and Deductive Method in Teaching English conditionals to Tenth Graders in Jordan.

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The purpose of this study was to determine whether the inductive method or the deductive method was more effective in teaching English Conditional sentences type 1 & 2 to the tenth graders in Jordan.

The hypothesis of the study was:

1. There is no statistically significant difference in students' mean scores ($\alpha=.05$) attributed to the method of teaching.

The population of the study was composed of all the tenth graders in the public schools in the region of Benikinanah, for the second semester of the academic year 1991.

The sample of the study was composed of four sections (102 students). Two sections (one male and one female) were assigned at random for the inductive method, and the other two sections (one male & one female) were assigned for the deductive method.

Both the inductive and the deductive groups were taught the English Conditional Sentences type 1 & 2 for four weeks.

Due to the lack of some standardized tests on English conditionals at the local level, the researcher developed and applied a 20-multiple
choice items achievement test on English conditionals type 1 & 2. The content validity of the test was established by a trustees-jury, while the reliability of the test was established by conducting a test-retest technique.

The achievement test was administered after the treatment to reveal the differences in students’ mean scores.

T-test was used to examine the effect of the teaching method on the students' mean scores on the achievement test.

Analysing the collected data, the researcher found the following:

- There was statistically significant difference (α = .05) in the students' mean scores on the achievement test due to the method of instruction in favour of the inductive method.

The findings of the study revealed that the inductive method was more adequate than the deductive method in teaching English conditionals type 1 & 2 to tenth graders.

On the basis of the findings of this study the researcher felt the need for further similar studies to be conducted in other classes and for longer periods of time; and the need for other studies in the different areas of grammar-teaching; namely the passive voice; and other studies in the attitudes of both teachers and students towards the inductive and the deductive methods of teaching English as a foreign language to Arab students in general and Jordanian students in particular.