

MASTER'S THESIS

The effects of deductive and inductive approaches on the acquisition of grammatical structures in second language: the case of the passive voice among secondary two students in Hong Kong

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Date of Award:
2004

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***THE EFFECTS OF DEDUCTIVE AND INDUCTIVE
APPROACHES ON THE ACQUISITION OF
GRAMMATICAL STRUCTURES IN SECOND
LANGUAGE: THE CASE OF THE PASSIVE VOICE
AMONG SECONDARY TWO STUDENTS
IN HONG KONG***

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A Dissertation Submitted In Partial
Fulfilment Of The
MASTER OF ARTS IN LANGUAGE STUDIES

HONG KONG BAPTIST UNIVERSITY

AUGUST 2004

ABSTRACT

The issue of whether second language grammatical rules should be taught deductively or inductively has been one of the most debatable topics in the fields of second language acquisition research. This paper intends to explore ways of measuring the effects of deductive and inductive instructions in second language teaching and examine the relationship between these approaches.

The main purposes of the research are:

- (1) to investigate the effects of formal instruction on the acquisition of English grammatical structures in second language, taking the passive voice as an example, by secondary two students in Hong Kong, and
- (2) to explore the relationship between deductive and inductive approaches in second language teaching.

The experiment, which lasted for two weeks, was carried out with 85 secondary two students in a CMI (Chinese is used as the medium of instruction) secondary

school in Hong Kong. The subjects were divided into two groups: one group (Class 2D) received "deductive instruction", while the other group (Class 2E) received "inductive instruction". In the experimental lesson series, the grammatical structures of the passive voice were introduced. An achievement battery test was designed and used both in the pre-test and post-test to measure students' improvement in language proficiency.

The test results revealed the following phenomena:

- (1) Formal instruction helps to improve learners' proficiency in learning a second language. The two groups made conspicuous progress in terms of overall performance on test items across task types and linguistic properties, and
- (2) Results indicated that the inductive approach is more effective than the deductive group in accelerating the rate of language proficiency. A significant difference was found between the two groups in tests requiring spontaneous functional/meaningful use of language and the level of awareness. The study also found a very strong relationship between awareness and improved learner performance.

撮 要

「應用推論法或是用歸納法來教授第二語言的文法？」一路以來，這是一個極具爭議性的論題。本論文旨在研究那種教學法對香港初中學生較為有效；並探討兩種教學法之關係。

這次研究的目的是：

- (1) 以香港中二級學生學習被動式為例，探求正規指示對學習第二語言英語的文法結構之影響；並
- (2) 探求推論法及歸納法在第二語言教授上之關係。

這研究為期兩星期，研究了 85 名以中文為教授語言的中二級香港學生。學生分為兩組：一組是用推論式教學法；另一組是用歸納式教學法。在研究過程中以教授被動式為測指標。學生需接受前測及後測的成果測試來比較 是否有進步。

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