UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

Work presented as a requirement for obtaining the Bachelor's degree as

¨Licenciada en Ciencias de la Educación, Profesora de Idiomas-Inglés¨

TITLE OF THE RESEARCH WORK:

"ANALYSIS OF THE USAGE OF THE INDUCTIVE METHOD IN THE ENGLISH GRAMMAR AT SIXTH GRADE OF PARALEL A OF GENERAL BASIC EDUCATION AT UNIDAD EDUCATIVA DR. LEONIDAS GARCÍA ORTIZ IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING, THE ACADEMIC YEAR 2020-2021"

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2020-2021

COMMITTEE MEMBERS CERTIFICATE

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Work presented as requirement for obtaining the Bachelor´s degree of: ¨Licenciada en Ciencias de la Educación, Profesora de Idiomas-Inglés¨. It has been approved by the Committee Members at Universidad Nacional de Chimborazo. In constancy with all exposed sign:

Mgs. Mónica Cadena

COMMITTE PRESIDENT

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Mgs. Adriana Lara.

TUTOR

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CERTIFICATE OF THESIS TUTOR

Mgs. Adriana Carolina Lara Velarde, professor of Facultad de Ciencias de la Educación, Humanas y Tecnologías at Universidad Nacional de Chimborazo, in my capacity of tesis director of this research work presented by Luz María Freire Carrillo, prior to obtain the degree of ¨Licenciada en Ciencias de la Educación, Profesora de Idiomas-Inglés¨ whose theme is:

"ANALYSIS OF THE USAGE OF THE INDUCTIVE METHOD IN THE ENGLISH GRAMMAR AT SIXTH GRADE OF PARALEL A OF GENERAL BASIC EDUCATION AT UNIDAD EDUCATIVA DR. LEONIDAS GARCÍA ORTIZ IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING, THE ACADEMIC YEAR 2020-2021"

Certify that this research project has been completed to 100%. It fulfilled with all stablished parameters and has enough merit to be subjected to the public presentation and evaluation by the respective tribunal.

I certify this research work in honor of truth.

Riobamba, 05 de Julio de 2021

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Mgs. Adriana Lara

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CERTIFICACIÓN

Que, **FREIRE CARRILLO LUZ MARÍA** con CC: **0604257907**, estudiante de la Carrera de **Idiomas**, Facultad de **Ciencias de la Educación, Humanas y Tecnologías**; ha trabajado bajo mi tutoría el trabajo de investigación titulado **"ANALYSIS OF THE USAGE OF THE INDUCTIVE METHOD IN THE ENGLISH GRAMMAR AT SIXTH GRADE OF PARALEL A OF GENERAL BASIC EDUCATION AT UNIDAD EDUCATIVA DR. LEONIDAS GARCÍA ORTIZ IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING, THE ACADEMIC YEAR 2020-2021"**, que corresponde al dominio científico **Desarrollo socioeconómico y educativo para el fortalecimiento de la institucionalidad democrática y ciudadana** y alineado a la línea de investigación **Educación superior y formación profesional,** cumple con el 8%, reportado en el sistema Anti plagio URKUND, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

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AUTHORSHIP

I, Luz María Freire Carrillo, student of Language Career declares to be the only author of the titled research:

"ANALYSIS OF THE USAGE OF THE INDUCTIVE METHOD IN THE ENGLISH GRAMMAR AT SIXTH GRADE OF PARALEL A OF GENERAL BASIC EDUCATION AT UNIDAD EDUCATIVA DR. LEONIDAS GARCÍA ORTIZ IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING, THE ACADEMIC YEAR 2020-2021"

The specified ideas and commentaries in this document are responsibility of this author.

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Luz María Freire Carrillo

DEDICATORY

To my lovely parents:

Mesías Freire and Delia Carrillo.

Who have taught me to dream and make my dreams come true.

Luz María Freire Carrillo

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RESUMEN

El proceso de enseñanza-aprendizaje del inglés necesita un método adecuado para desarrollar las habilidades comunicativas de los alumnos. En este sentido, el método Inductivo para la enseñanza de la Gramática se define como un método de autoaprendizaje de los alumnos, ya que su proceso les permite inferir las reglas mediante los ejemplos que han recibido a lo largo de la clase. Son muchas las ventajas de enseñar la gramática de forma inductiva, por ejemplo: el trabajo colaborativo, evitar los errores gramaticales y ayudar a los alumnos a interiorizar adecuadamente los patrones lingüísticos. Este trabajo de investigación se centró en analizar el uso del método inductivo para la enseñanza de la gramática inglesa. La investigación tuvo un enfoque cualitativo. Además, el tipo de investigación fue descriptivo. La técnica para recoger datos con información fue la hoja de observación. Esta hoja permitió recoger datos reales e importantes para la investigación. La población estuvo conformada por 31 estudiantes y un profesor de inglés de la Unidad Educativa Dr. Leónidas García Ortiz del sexto grado paralelo A de Educación General Básica. Los resultados de esta investigación mostraron que la inferencia de reglas mediante el uso de ejemplos para el aprendizaje de la gramática ayudó a los estudiantes a desarrollar sus habilidades gramaticales, y a promover su papel activo en el proceso educativo.

Palabras clave:

Gramática, Método Inductivo, Aprendizaje significativo, Proceso de enseñanza-aprendizaje.

ABSTRACT

The English teaching-learning process needs an adequate method to develop the students' communicative skills. In this regard the inductive method for teaching Grammar is defined as a method of self-learning of the students, since its process allows them inferring the rules by means of examples that have been received throughout the class. There are many advantages of teaching grammar inductively, for instance: collaborative work, avoiding grammatical errors and helping students internalize language patters appropriately. This research work focused on analyzing the usage of the inductive method for teaching English grammar. The research had a qualitative approach. Additionally, the type of research was descriptive. The technique to collect data with information was the observation sheet. This sheet allowed the collection of real and important data for the research. The population consisted of 31 students and one English teacher of Unidad Educativa Dr. Leonidas Garcia Ortiz Sixth grade paralel A of General basic education. The results of this research showed that inferring rules by using examples to learn grammar helped students develop their grammar skills, and promote their active role in the educative process.

Keywords:

Grammar, Inductive method, Meaningful learning, Teaching-learning process

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INTRODUCTION

The learning of a new language is not easy, it implies the teaching of different language skills as listening, speaking, grammar, writing, and reading. Kachru and Nelson says "there is no doubt English is the most widely taught, read, and spoken language in the world today" (Nelson 2001). In the educational field, English is considered as a second language that implies the 4 principal skills which students have to practice until finishing the scholar period according to the Ecuadorian educational politics.

The Inductive method for teaching grammar promoted its learning in a more meaningful way that allows students to discover the grammar rules by themselves and consequently to internalize it better. This learning methodology gives students the opportunity to be critical, more active during the lessons and it helps to develop autonomous learning.

Grammar is a complete structure of rules to be applied in English and it involves all the important information to communicate. It requires that students get involved in all grammatical structures to improve the skills that are part of the English learning process.

Traditional teaching has different ways of performing it, for instance, the teacher uses the board to transmit the information to the students with few questions from the learners. After the explanation the students tend to repeat and practice some examples. Along the lesson, the teacher keeps control of the class about what is needed. In the classroom the teacher is the person who talks most of the time; therefore, he/she becomes an active person and this process becomes teacher - centered. The students´role is to listen and write down the important information.

In Unidad Educativa Dr. Leonidas Garcia Ortiz the low level of English grammar has been evidenced at Sixth grade ¨A¨ of General basic education. There are 31 students in this class. This institution is located in Riobamba City, Chimborazo Province as a Public Institution that has 300 students and 2 English teachers.

The main problem in Sixth grade parallel ¨A¨ of General basic education in Unidad Educativa Dr. Leonidas Garcia Ortiz is that students do not have a good level of English grammar. A student to be communicatively has to master the four language skills, listening,

speaking, reading and writing. It is also important to use the language accurately that is why grammar practice is relevant in the teaching – learning process.

Torres (2017) states: As advantages of teaching grammar Inductively students are more actively involved in the lesson and it is learner-centered and this must be applied to induce the students to have an active role in the Grammar learning process.

The objective of this research is: To analyze the usage of the Inductive method in the English grammar at Sixth grade parallel ¨A¨ of general basic education at Unidad Educativa Dr. Leonidas Garcia Ortiz. It is a descriptive research.

This research has been organized into three chapters

CHAPTER I: The referential framework contains the research problem, problem statement, formulation of the problem, and the objectives of the research.

CHAPTER II: The theoretical framework contains theoretical background regarding the problem to be investigated and a theoretical foundation basis.

CHAPTER III: The methodology framework of this research.

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1 RESEARCH PROBLEM

The students of Sixth grade of parallel ¨A¨ of General Basic Education at Unidad Educativa ¨Dr. Leonidas García Ortiz¨ in Riobamba city, Chimborazo province during the academic year 2020-2021 have a low level of grammar knowledge.

1.2 PROBLEM STATEMENT

English is the most widely used universal language in the world and the importance of this language cannot be ignored because English has played an important role in many sectors such as medicine, education and politics.

Learning English requires practice and effort, worldwide students feel that it is impossible to achieve fluency or proficiency. Students study only to obtain a grade or for an exam, which allows us to perceive the lack of interest in English. Additionally, it is important to have a previous knowledge about English in order to get a job due to the fact it is considered as the main window of the modern world. This is especially true in developed countries where the door is opened for recruiting technically qualified personnel that speak English fluently.

In Latin America, the level of English of students is deficient. Although many governments are making important efforts to correct this situation, the remaining gap is huge. In addition, the lack of systematic information limits the government's ability to adopt evidence- based approaches to improve English language learning in schools and other educational institutions. However, most Latin American countries have not formulated a unified strategy to regulate the English proficiency of students. Fizsbein (2017) argues that available test results demonstrate a low level of English proficiency in Latin America even though there are variations within the region. Most Latin American countries fall into low categories in such assessments. There is simply no international study in which a country in Latin America achieves the highest level of proficiency in any one of these examinations.

According to UNIVERSO (2020) participants from Ecuador, are positioned in the fifth very low proficiency group. They can barely introduce themselves in a simple way (name, age, place of origin), understand vital signs and give basic directions to a foreigner. EF´s analysis indicates the country moved from 35th in 2014 to 93rd this year.

According to EF (2020) Ecuador ranked 93rd out of 100 countries evaluated, considered to have a ¨Very Low¨ level of English, with EF EPI score of 411, equivalent to level A1 according to the common European Framework. Among Latin American countries, there is a lot of work to be done as a country, since it is in the last place.

According to Ministerio de educación (2012) teachers use various instruments and techniques to assess language skills, both individually and integrated (listening, speaking, reading and writing as well as vocabulary and grammar) for students at different levels of language and literacy development.

Unidad Educativa Dr. Leonidas Garcia Ortiz is a public school located in Riobamba City, Chimborazo Province. This school has about 950 students and 3 English teachers. There are some facts that affect the learning teaching process. Students have problems for the improvement of grammar skill. It could be caused by some difficulties like students do not have the same level of the skills, some of them are better in listening, reading, or another ability consequently the development of skills is disproportionate in addition all the students learn in a different way. Another problem is the methodology that is very important in the teaching learning process. Teachers use a traditional teaching method giving the grammar rules and the examples on the board thus students make mechanic work and just memorize the rules acting as a passive being who just repeat what the teacher says, it makes that student get bored. Additionally, they do not try to improve the mistakes that they make.

Another possible cause for the low level of grammar skill are few hours of English classes, the Ministry of education from Ecuador demand to the public Institutions provide 3 compulsory hours a week of English, clearly this time per week is not enough to develop, achieve and increase the English knowledge or to improve the development of the skills in the students. Consequently, students do not participate in classes they show disinterest to this foreign language, they do not have a clear idea about the topic and the doubts continue to the next topic. According to these factors, this research tries to explain why the Inductive method

usage could be a great option to encourage the improvement of grammar skill in students of 6th grade of parallel ´´A´´ of this institution.

1.3 PROBLEM FORMULATION

How does the Inductive method help to learn English grammar at 6th grade of parallel ¨A¨ of General Basic Education at Unidad Educativa ¨Dr. Leonidas García Ortiz¨ in the city of Riobamba, Chimborazo province, during, the academic year 2020-2021.

1.3.1   GUIDING QUESTIONS

- What is the process at teaching grammar inductively?
- What strategies should be used by the teacher for teaching grammar inductively?
- What is the role of the students and the teachers in the English teaching-learning process applying the inductive method?

1.4 OBJECTIVES

1.4.1   GENERAL OBJECTIVE

To analyze the usage of the Inductive Method in the English Grammar at 6th grade of parallel ¨A¨ of General Basic Education at Unidad Educativa ¨Dr. Leonidas García Ortiz¨ in Riobamba City, Chimborazo Province during the academic year 2020-2021.

1.4.2   SPECIFIC OBJECTIVES

- To determine the procedure of the inductive method.
- To establish which strategies are used to teach grammar inductively.
- To observe the students´ and teachers´ role in the application of the inductive method.

1.4.3 OBJETIVE OPERACIONALIZATION

Table 1

AREA OF STUDY	QUESTIONS		OBJECTIVES	
	GENERAL	**GUIDING**	**GENERAL**	**SPECIFIC**
Methodology	How does the Inductive method help to learn English grammar at 6th grade of parallel ¨A¨ of General Basic Education at Unidad Educativa ¨Dr. Leonidas García Ortiz¨ in Riobamba city, Chimborazo province during the academic year 2020-2021.	What is the process at teaching grammar inductively?	To analyze the usage of the Inductive Method in the English Grammar at 6th grade of parallel ¨A¨ of General Basic Education at Unidad Educativa ¨Dr. Leonidas García Ortiz¨ in Riobamba City, Chimborazo Province during the academic year 2020-2021.	To determine the procedure of the inductive method.
		What strategies should be used by the teacher for teaching grammar inductively?		To establish which strategies are used to teach grammar inductively.
		What is the role of the students and the teachers in the English learning process applying the inductive method?		To observe the students´ and teachers` roles in the application of the inductive method.

Done by Luz María Freire Carrillo

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1.5 JUSTIFICATION

In today´s world, using multiple languages is becoming more and more important. In addition to providing employment opportunities being able to speak a foreign language as English, it also helped to establish genuine connections with people and learn more about culture, places, and lifestyles. The more proficient you are, the better you can express yourself. Grammar is the system of rules that allows to understand and communicate with other people, the importance of grammar is huge, clearly in the educational process this develops the knowledge that has been acquired to be able to achieve a proficiency in this language. The present research will identify the usage of the Inductive method in English grammar and its importance in the English learning teaching process.

The main objective of this research was to analyze the usage of inductive method in the English grammar, taking into consideration that learning methodology is the fundamental base of the teaching process.

This research was feasible because all the necessary resources were available in the institution. The collaboration of the English teacher and the students in the educational environment in addition to the legal permissions to carry out this research. The support of the headmaster of the institution.

This study helped to demonstrate that a new learning methodology can provide good results in the development of grammar skill in the students, which was successful for the students of 6th grade parallel ¨A¨ of General Basic Education at Unidad Educativa Dr. Leonidas Garcia Ortiz, who in this process were called beneficiaries. Additionally, this research was relevant because it can change the point of view of the new teachers to use a new methodological resource to teach English in public Institutions.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 THEORETICAL BACKGROUND REGARDING THE PROBLEM TO BE INVESTIGATED.

The Inductive method has been widely investigated. Therefore, there are several researches regarding to this topic.

A research from Universidad Técnica de Ambato with the title: **"Método inductivo para la enseñanza de gramática del idioma inglés en los Estudiantes del Tercer Año de Bachillerato General Unificado paralelo "A" del Colegio Experimental Ambato del Cantón Ambato Provincia de Tungurahua"** done by Samanta Vanessa Herdoíza Salinas. The general objective of this research is to Improve the teaching of English language grammar through the use of the guide of activities applying the inductive method. This research has qualitative and quantitative approach. The conclusion of this research was students at the Ambato Experimental School say that rarely participate in classes that do not contribute to their good language learning English this is due to a flaw in the method that the teacher applies which makes students be passive in class.

In the same way at Facultad de Ciencias de la Educación, Humanas y Tecnologías from Universidad Nacional de Chimborazo there is an investigation like the already proposed research. This research was done by Marcia Cecilia Lema Miranda and Myrian Jessica Jua Cerda in 2017 with the title ''**Deductive and Inductive methods influence to teach grammar in the English language learning in students of 10th of Educación General Básica, class "A" at "Camilo Gallegos Toledo" High School, Chimborazo Province in the academic year 2016-2017**''. The general objective is to determine the reasons why the students make grammatical mistakes considering the influence of inductive and deductive methods applied by the teacher to teach grammar in English Language Learning. This research had a qualitative approach because is used direct observation and observation guide as a tool for describing and analyzing performances Human Behavior. Thus, this research concluded that Lack of deductive and inductive methods used in class development, in the process of applying these methods, the teacher did not follow the correct method to improve grammar learning by following the steps of the introduction structure.

2.1 THEORETICAL FOUNDATION BASIS

2.1.1 INDUCTIVE METHOD FOR TEACHING GRAMMAR

An inductive approach is defined as one which: 1) the students' attention is focused on the structure being learned and 2) the students are required to formulate for themselves and then verbalize the underlying pattern without prior explanation about the grammar point so the rules become evident through the given examples (Shaffer & Torres, 2017).

Inductive method is almost a reverse process of deductive approach. It starts with exposing students to examples of language use or even immersing them in the use of the target language items and prompts students to generalize the patterns of the language. (Henry, 2011).

Inductive method is an interactive model that uses grammar teaching in context and promotes the learning of communication skills. The inductive teaching method, an alternate method of topic-based small group tutorial promotes asking of relevant questions, drawing of information from memory to answer them and reasoning by a process of induction through causal cognition, under guidance from an expert. (Vinci S. Jones, 2008).

Brown (2001) argues the question whether learners are better off, being given a rule and allowed to practice various instances of language, or various language forms are practiced, but the learners are left to discover rules and make generalizations on their own. Inductive method starts by exposing students to examples of language use and even make them put in practice, locate the language item, and then prompt students to summarize the pattern of the language. It involves specific inferences from the particular to discover general rules.

The premise of the development of the inductive method is that it stimulates the initiative of students enhancing the learning experience, the basis of inductive strategy is intuitive theory, this involves a related system concepts and a series of causal laws structural constraint or explanatory principle to guide inductive inference in a particular domain. The act of active participation includes asking questions, give opinions and discuss about the related topic lectured. (Mohd. Yusof Abdullah*, 2012).

2.2.1.1 CHARACTERISTICS OF INDUCTIVE METHOD FOR TEACHING GRAMMAR

Inductive method involves the learners identifying, noticing, or taking note developing the different skills by themselves. The features of this approach are listed as follows:

1. Questions or problems provide context for learning
2. Students discover course content for themselves
3. Primarily self-direct learning
4. Active learning
5. Collaborative/cooperative learning

The inductive method makes students to participate more and practice the target language in the classroom in a meaningful environment. The use of Inductive approach is well-known for its successful in EFL/ESL classrooms around the world. Collaboration style of teaching indicates a shift from a traditional teacher- or lecture-centered teaching to a student- or learner-centered learning in college classrooms. In a collaborative setting, the lecturing/ listening/note-taking process seldom occurs (Laal, Khattami-Kermanshahi, & Laal, 2014).

2.2.1.2 STRATEGIES FOR TEACHING GRAMMAR INDUCTIVELY

According to Stern (1992), one strategy to teach grammar inductively is "example-driven, bottom up": the teacher gives students the example and lets students draw their own conclusions form the data. The students notice how the concep is used and figure out, and verbalize the rule.

The teacher has to use the correct context to introduce the topic with an example the students learn the use of the structure practicing the language and later realize the rules from the practical examples. Grammatical rules are not given, and instead, carefully selected materials illustrating the use of the target language within a context are supplied. Learners must therefore induce grammatical rules from such experiences of language in use. (Mallia, 2014)

Another strategy is, ¨Example>Inferring Rule¨. The purpose of this strategy is to help students figure out how language patterns work (Stern, 1992).

Ivana D. Nešić, (2015) argues Inductive approach to grammar teaching is accepted when communication is concerned, and communication is possible only when it is based on everyday situations from our lives. To start teaching grammar inductively is important to use practical and easy examples that use famous people or normal daily life of the students to understand the use of the structures. After the example the students repeat it after the teacher and finally practice these grammatical rules meaningfully in groups or pairs.

Furthermore, the teacher can also present grammar inductively by means of videos, games, flashcards, songs in order to emphasize the examples provided to students. In addition, these materials can show communicative situations by providing the appropriate context in order to help students discover the rules. Integrating the use of authentic materials with language skills can be highly useful in developing the communicative competence of learners. (Thakur, 2015).

Furthermore, the use of the pictures and different materials attract the attention of learner because it motivates them to become a dynamic participant in the English teaching process. Undoubtedly, one way of getting students much more involved in their learning process and of transforming them into active participants is by incorporating Materials Development / Adaption into our daily teaching. (Salas, 2004).

2.2.1.3 ADVANTAGES OF TEACHING GRAMMAR INDUCTIVELY

The Inductive method is a kind of inductive reasoning, it stores many specific instances and by inducing general rules, or conclusions that control or contain specific grammar patterns. This process helps students to make learning meaningful, easier to remember and more useful.

According to Ke (2008) the mayor advantages of Inductive method of English grammar teaching can be summarized as follows:

a. The inductive approach is based on English native speakers´ subconscious knowledge of English grammar and makes use of their grammatical judgments about the sentence well-fromedness and sentence structure to ¨rediscover¨ and establish a set of conscious grammatical rules that underlie their grammatical competence.

b. This inductive approach actively involves students in their grammar learning process, because they have to formulate grammatical rules by themselves and to check, test and revise these rules, rather than to receive them passively from their teachers without understanding the reasons behind them.

c. This inductive approach helps students to understand and establish the English grammatical rule system in a way that is simple, logical, and also consistent with their intuition.

d. Teaching grammar inductively allows the students develop the habit to achieve a logical and clear thinking.

e. The inductive method in teaching grammar helps to use in a precise way the target language.

f. The correct application of grammar avoids the learner to make mistakes and to be able to be understood.

2.2.1.4 THE STUDENTS´ ROLE IN THE INDUCTIVE METHOD FOR TEACHING GRAMMAR.

The Inductive method requires students to take the initiative, ask all questions and formulate answers to a given topic, this model places students at the center of learning approaching them as active beings. By using this way of learning, students understand meaningfully, gain skill and confidence since they not only have to gather information but must know how to use it to generate interpretations. The method includes work group to generate collective conclusions.

In inductive learning lessons, students need to be flexible and fluent to make associations, determine method group and classify; use classified information to generalize and evaluate the own understanding of content and content learning process. Therefore, inductive learning strategies can help students develop thinking skills they need to achieve greater independence as thinkers and learners.

Additionally, considering that the teacher shows support to the students, it develops safe and confident participation in the class showing a good attitude and the ability to work inductively. Motivating students make them to be more receptive and excited about the

subject, make them be aware of the value and importance of learning, and have a better attitude to learn. (Moreno Rubio, 2009).

2.2.1.5 THE TEACHERS´ ROLE IN THE INDUCTIVE METHOD FOR TEACHING GRAMMAR.

In the past, teachers were only used to provide knowledge about language and grammar, but nowadays the English teaching process turned to an active involvement of both teachers and students. Teachers need to consistently receive current and permanent training to develop new professional skills.

For an English teacher it is important to know that teaching a language means combining all language skills equally. For years, teachers have argued about whether grammar should be taught in the classroom or whether learners should learn with the help of the structures they face when learning different skills.

The teacher participates as an instructor intervening when the students cannot resolve the questions or the factual information correctly. Before teaching a topic or series of lessons using any inductive method, the instructor should write learning objectives that define what the students should be able to do (explain, calculate, derivate, design, model, critique), when the instruction has been concluded, the objectives should guide to choose of focus problems, learning activities, and assessment methods. (Price & M Felder, 2006)

Teacher as an instructor gives clear grammar instructions thus students contextualize the knowledge to finish the activities successfully. Instructors with little or no experience using inductive methods are advised to avoid the difficulties and methods that call for extensive teamwork should automatically be considered difficult. (Felder, 2007)

In inductive method the role of the teacher is to provide a meaningful environment to encourage the demonstration of the rules, while students develop the rules from examples of their use and continuous practice. The teacher provides continuous assessment to the students´ work giving correction and feedback to help them realize how well they are processing the knowledge. (Torres Cajas, 2017).

Teacher as an organizer establishes purposeful activities so students can infer the grammar by themselves. Purposeful teaching takes place when a teacher creates conditions

for learning that help students to find personal meaning from the contents and subjects taught. (Tirri, 2018).

Teacher as a facilitator provides clear examples in order to develop the learners´ autonomy to create the new knowledge reflected in grammatical rules to be applied. An effective teacher has been considered, sometimes, as a perfectionist, encouraging, approachable and caring, other times as intelligent, but above all, as enthusiastic, funny, clever, affective and understanding, open, and with a relaxed style while teaching. (Rubio, 2009).

2.1.2   ENGLISH GRAMMAR

Grammar is defined as a language function related to word formation, however for some researchers it can be divided into descriptive, pedagogical and psycholinguistic grammar according to its function. In addition, grammar is the set of patterns that holds a language together. If vocabulary items such as words and idioms are the building blocks of a language, then grammar is the systematic glue that holds everything within a language together. Grammatical skill helps to improve your ability to communicate effectively in English. Furthermore, when a student learns grammar, he/she can develop the habit of using appropriate patterns correctly due to the fact, his/her attention must be given to avoid mistakes.

Teaching English grammar based on examples is related to the inductive or rule discovery approach, this method starts with examples where rules can be inferred. Grammar teaching through text is based on the principle that language is context-sensitive, words or phrases without context are difficult to determine, thus the teacher must actively lead and guide the students without allowing them to lose the leading role, the key is that the teacher and students formulate the appropriate questions, which will give the guidelines for the correct development of the contents (Folse, 2009).

2.1.2.1 THE IMPORTANCE OF ENGLISH GRAMMAR

In English grammar is important to focus on form, meaning and usage. In addition to teaching structure, you must also focus on the form of the structure. English grammar rules can help learners develop the habit of logical and clear thinking. After learning grammar,

learners can become more accurate in using the language. Without good grammar, it is impossible to communicate clearly. Correct grammar can prevent you from being misunderstood when expressing your thoughts and ideas. People with poor grammar skills may have a negative impression of others. Good grammar is a sign of intelligence and education.

Grammar is one of the main linguistic disciplines that study the grammatical system of languages. The English grammar system aims to determine all the rules of the word combination in the way of word formation. The purpose of theoretical grammar of a language is to present a theoretical description of its grammatical system.

Folse (2009) argues that Grammar is the glue that holds a language together, grammar affects all areas of English language learning from writing to speaking to reading to listening. Grammar plays an obvious central role in grammar courses.

2.2 BASIC TERM DEFINITIONS

Inductive method: It is a learning method which makes broad generalizations form specific observations.

Grammar: Language rules that control sounds, words, sentences, other elements, their combination and interpretation.

Language: A system of communication.

Skills: Ability to do something in a correct way**.**

Role: Function one person undertakes.

Development: A process with positive changes.

Approach: Actions or ideas aimed at solving a problem or situation.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1 RESEARCH DESIGN

This research was focused on analyzing the inductive method usage in the English Grammar of students of Sixth Grade Parallel "A" of General Basic Education at Unidad Educativa Dr. Leonidas Garcia Ortiz during the academic year 2020-2021. Therefore, it integrated the field of English methodology and ethnography, and observed the teachers and students of this study.

3.2 TYPES OF RESEARCH

Qualitative: This research was focused on analyzing how the inductive method was used to improve the English Grammar in the students of Sixth grade parallel ¨A¨ of General Basic Education at Unidad Educativa Dr. Leonidas Garcia Ortiz.

3.3 LEVELS OF RESEARCH

Descriptive research: This research was descriptive because it described how inductive method was perfect to improve the English grammar in students from Unidad Educativa Dr. Leonidas Garcia Ortiz.

3.4 METHODS OF RESEARCH

Ethnographic method: It focused on developing an understanding of the problem design. Therefore, it was relevant to conduct ethnographic studies at the beginning of a project in order to support future design decisions. It was carried out an extensive bibliographical research regard the topic of investigation.

3.5 POPULATION AND SAMPLE

Population: Unidad Educativa Dr. Leonidas Garcia Ortiz is located in Riobamba city, Chimborazo Province, with 31 students of Sixth grade parallel ¨A¨.

It was not necessary to take a sample due to the fact the population was small.

3.6 TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

For this research, an observation sheet was the technique that was used to collect the data, for observing teachers and students in the class. This technique was important in order to recognize some aspects of teaching methods as the inductive method for teaching grammar.

3.7 PROCEDURE

To start this investigation, some steps must be performed. Preparation of the legal permissions of the corresponding authority of Unach and Unidad Educativa Dr. Leonidas Garcia Ortiz, work areas, data collection and analysis of data obtained.

First of all, methodology was the research field due to the importance of the usage of Inductive method in English grammar of Unidad Educativa Dr. Leonidas Garcia Ortiz. After approval and revision of researcher´s tutor, it was necessary to obtain the corresponding permission in Universidad Nacional de Chimborazo and authorize it to be carry out at Unidad Educativa Dr. Leonidas Garcia Ortiz with students of sixth grade parallel ¨A¨ located in Riobamba city at Chimborazo Province.

The population in this research was selected in order to analyze the usage of Inductive method in English grammar.

The observation guide was determined to collect relevant information in order to achieve the objectives of this research during English classes for one month. Finally, the researcher will analyze and interpret all the data obtained.

3.8 WORK FIELD

To achieve the observation, it was necessary to contact the authorities of Unidad Educativa Dr. Leonidas Garcia Ortiz, the English teacher and the students of sixth grade parallel ¨A¨ because it was important to explain to them the objectives and activities required to carry out this research.

This observation must be carried out at Sixth grade parallel ¨A¨ during the English classes.

The observation procedure was completed within one month. Therefore, it was necessary to use qualitative analysis for the interpretation of the final result.

CHAPTER VI

4. INTERPRETATION AND ANALYSIS OF RESULTS

The data was obtained thanks to the application of the observation sheet designed by the researcher, in which different features for analyzing the Usage of the Inductive Method in the English Grammar at Sixth grade of parallel A of General Basic Education at Unidad Educativa Dr. Leonidas García Ortiz in the city of Riobamba, Chimborazo province, during, the academic year 2020-2021 was evidenced in order to meet the specific objectives set for the research.

4.1 ANALYSIS AND DESCRIPTION OF THE OBSERVATION SHEET

SPECIFIC OBJECTIVES	ITEMS	ANALYSIS AND INTERPRETATION OF THE GATHERED RESULTS	THEORY CONTRAST
To determine the procedure of the inductive method.	The teacher presents a context to introduce a topic.	Along the observation, it was evidenced that the context to introduce a topic was often presented. Videos and pictures were used to introduce the topic. The presentation of the context at the beginning of the class helped to the students understand the topic.	Inductive method is an interactive model that uses grammar teaching in context and promotes the learning of communication skills. The inductive teaching method, an alternate method of topic-based small group tutorial promotes asking of relevant questions, drawing of information from memory to answer them and reasoning by a process of induction through causal cognition, under guidance from an expert. (Vinci S. Jones, 2008).
	The teacher applies clear examples for teaching grammar inductively.	The teacher applied good and clear examples to catch the students 'attention. For instance: Abilities that a normal	According to Stern (1992), one strategy to teach grammar inductively is "example-driven,

| | | person can or can´t do. It helped students realize the grammar point appropriately. These examples were essential in order to infer the grammar rule. | bottom up": the teacher gives students the example and lets students draw their own conclusions form the data. The students notice how the concep is used and figure out, and verbalize the rule. |
| | Students infer the grammar by means of the examples provided by the teacher. | The rules were always presented to the students by means of different examples. After the rules were figured out by the students bearing in mind the principles of the Inductive method. By inferring the rule, students were able to create new knowledge on their own. | Brown (2001) argues the question whether learners are better off, being given a rule and allowed to practice various instances of language, or various language forms are practiced, but the learners are left to discover rules and make generalizations on their own. Inductive method starts by exposing students to examples of language use and even make them put in practice, locate the language item, and then prompt students to summarize the pattern of the language. It involves specific |

		inferences from the particular to discover general rules.
The rules become evident with the specific examples given by the teacher.	The rules were discovered thanks to the clear examples that the students received from the teacher. The examples were always presented based on the grammatical structure of the topic. If the students had doubted the teacher helped them to build their learning and develop their grammar.	The students are required to formulate example by themselves and then verbalize the underlying pattern without prior explanation about the grammar point so the rules become evident through the given examples (Shaffer & Torres, 2017).
Teacher provides feedback for each doubt from the students.	The doubts that the students sometimes presented then these were clarified with a short example. Solving every doubt before continuing with the lesson helped the students to understand the grammatical rule faster and better.	In inductive method the role of the teacher is to provide a meaningful environment to encourage the demonstration of the rules, while students develop the rules from examples of their use and continuous practice. The teacher provides continuous assessment to the students´ work giving correction and feedback to help them realize how

			well they are processing the knowledge. (Torres Cajas, 2017)
	The teacher makes students practice from examples.	During the lessons, the students always practiced the grammar point with the examples provided by the teacher and her guidance. It started with short examples using simple vocabulary and grammar. To continue with the practice, the teacher added a higher level of difficulty in order to continue with the next topic and make students reinforce it. During the lessons the practice significantly helped the students to figure out each grammatical rule without the teacher guidance.	Teaching English grammar based on examples is related to the inductive or rule discovery approach, this method starts with examples where rules can be inferred. Grammar teaching through text is based on the principle that language is context-sensitive, words or phrases without context are difficult to determine, thus the teacher must actively lead and guide the students without allowing them to lose the leading role, the key is that the teacher and students formulate the appropriate questions, which will give the guidelines for the correct development of the contents (Folse, 2009).

To establish which strategies are used to teach grammar inductively.	Examples about routines are given to make students understand grammar.	Examples of what activities the teacher did and did not do, were always used so that students could easily understand. For instance: The skills or activities she could or could not perform. Places in Ecuador that she knew. Actions she could perform. These examples helped the students realize what they can do on their own. Then they were asked to replace the subject of the sentence with a different one. It increased the level of difficulty and made learning a challenging task.	Ivana D. Nešić, (2015) argues Inductive approach to grammar teaching is accepted when communication is concerned, and communication is possible only when it is based on everyday situations from our lives. To start teaching grammar inductively is important to use practical and easy examples that use famous people or normal daily life of the students to understand the use of the structures. After the example the students repeat it after the teacher and finally practice these grammatical rules meaningfully in groups or pairs.
	Teacher uses videos, games, flashcards, songs in order to emphasize the example provided to students.	Interesting videos were implemented to maintain an active class in order to emphasize the examples to discover the new rule. This activity allows the students to focus on the grammar rule.	Teacher can also present grammar inductively by means of videos, games, flashcards, songs in order to emphasize the examples provided to students. In addition, these materials

			can show communicative situations by providing the appropriate context in order to help students discover the rules. Integrating the use of authentic materials with language skills can be highly useful in developing the communicative competence of learners. (Thakur, 2015).
	Teacher implements activities which involves example-inferring rule to help students to figure out how grammar structure works.	Teachers always helped students recognize the different rules of a specific grammar topic by using different resources. These activities were always implemented. The inference of grammatical rules was easy for the students and this helped them to create their own concept of each topic during the class.	Another strategy is, ¨Example>Inferring Rule¨. The purpose of this strategy is to help students figure out how language patterns work (Stern, 1992).
	The use of the extra materials attracts the attention of the learner.	Online worksheets were always presented and used to practice and develop the grammar skill of students.	The use of the pictures and different materials attract the attention of learner because it motivates them to

		The use of this material helped the student understand that practice is important in order to move forward with meaningful learning.	become an active participant in the English teaching process. Undoubtedly, one way of getting students much more involved in their learning process and of transforming them into active participants is by incorporating Materials Development / Adaption into our daily teaching. (Salas, 2004).
To observe the students´ and teachers´ roles in the application of the Inductive method.	The teacher acts as an instructor providing the clear grammar to the students with instructions and intervening with assessment.	The instructions were always presented before starting an activity in order to avoid mistakes and confusion in the development of each one of them. In addition, the instructions were understandable, and students had a clear idea of the next activity before the teacher read or explained what they were supposed to do. It is essential to provide directions to students on what they have to do because	Teacher as an instructor gives clear grammar instructions thus students contextualize the knowledge to finish the activities successfully. Instructors with little or no experience using inductive methods are advised to avoid the difficulties and methods that call for extensive teamwork should automatically be considered difficult. (Felder, 2007)

	it will make the activity be carried out smoothly.	
The teacher as an organizer establishes purposeful activities.	The tasks presented by the teacher were always prepared with the purpose of helping students to build new knowledge with activities that help them to practice and reinforce the topic being reviewed. The students felt comfortable and willing to work with the activities as they were all clear about what they had to do.	Teacher as an organizer establishes purposeful activities so students can infer the grammar by themselves. Purposeful teaching takes place when a teacher creates conditions for learning that help students to find personal meaning from the contents and subjects taught. (Tirri, 2018).
The teacher as a facilitator provides easy and clear examples to develop the new knowledge.	The clear and short examples used by the teacher allowed students to create new examples and practice without the teacher's help. However, the teacher monitored them to clarify doubts and questions. The examples were always used by the students during the class. These statements support the idea of the teacher as a facilitator in the learning process because he/she provides good	Teacher as a facilitator provides clear examples in order to develop the learners´ autonomy to create the new knowledge reflected in grammatical rules to be applied. An effective teacher has been considered, sometimes, as a perfectionist, encouraging, approachable and caring, other times as intelligent, but above all, as enthusiastic, funny,

		resources and find new opportunities for individual learning.	clever, affective and understanding, open, and with a relaxed style while teaching (Rubio, 2009).
	The students are active beings in the English class.	The students always had an active involvement when learning grammar inductively. They had the possibility to ask questions, clarify doubts, help their classmates, and draw conclusions by themselves. Students were able to support each, they became the builders of their own knowledge.	The premise of the development of the inductive method is that it stimulates the initiative of students enhancing the learning experience, the basis of inductive strategy is intuitive theory, this involves a related system concepts and a series of causal laws structural constraint or explanatory principle to guide inductive inference in a particular domain. The act of active participation includes asking questions, give opinions and discuss about the related topic lectured. (Mohd. Yusof Abdullah*, 2012).
	The students feel motivated to make collaborative work.	This activity was seldom presented during the class.	The inductive method makes students to participate more and practice the target language in the classroom in a

| | | Each student worked on developing their own knowledge with the help of the teacher.

Collaborative work could not be done, due to the class time since it was only 40 minutes a week. Therefore, the activities carried out in class were limited. In this, students did not have the chance to share what they know and learn from each other. | meaningful environment. The use of Inductive approach is well-known for its successful in EFL/ESL classrooms around the world. Collaboration style of teaching indicates a shift from a traditional teacher- or lecture-centered teaching to a student- or learner-centred learning in college classrooms. In a collaborative setting, the lecturing/ listening/notetaking process seldom occur. (Laal, Khattami-Kermanshahi, & Laal, 2014) |
| | Students feel supported by the teacher to create a confident environment. | Confidence was developed with the student from the beginning of the class, where the teacher with her games, videos and small introductory activities demonstrated that the class is a fun place and focused on the educational | The teacher shows support to the students, it develops safe and confident participation in the class showing a good attitude and the ability to work inductively. Motivating students make them to be more receptive and excited about the |

		development of each student. It was always implemented during the class. The teacher was enthusiastic, friendly, patient and recognized the effort and achievements of her students, in such a way that the students were able to create a friendly environment among themselves.	subject, make them be aware of the value and importance of learning, and have a better attitude to learn. (Moreno Rubio, 2009).

CHAPTER V

5. CONCLUSIONS AND RECOMENDATIONS

5.1 CONCLUSIONS

- The procedure of the Inductive method for teaching grammar is effective due to the fact the examples and the practice help the students build their own knowledge. In this context, the steps to follow for teaching gramma inductively are: The rule is given by examples, next the students infer the rule, finally they practice them in several activities that are carried out in class. If one of the steps is not taken into account, the result can change.

- There are several strategies for teaching grammar inductively such as: example-driven - bottom up, another is ¨Example>Inferring Rule¨. They are used with the application of distinct stages as presentation of examples, practice and inferring the rule to develop new knowledge with students in an easy way in order to figure out the new rule. Furthermore, extra materials such as videos, online games, flashcards, worksheets were also used to promote grammar learning, attract the students 'attention, and make learning meaningful.

- The role of the student is essential in the teaching – learning process. He /she is the center of the educative process acting as an active being, creating new knowledge by themselves. Whereas the teacher plays several roles in the classroom, for instance: teacher as an instructor provides clear instructions, as an assessor evaluates effort, support and contributions from learners.

5.2 RECOMMENDATIONS

- It is suggested to follow all the procedure and the stages for teaching grammar inductively in order to get better results and achieve the learning outcomes.

- It is recommended to use the above-mentioned strategies to develop a correct and effective inductive learning, in order to establish a collaborative work with the students and the teacher.

➢ Teachers should take the role of being a facilitator, assessor, instructor, etc., in class due to the fact it creates opportunities for students to become active in their teaching – learning process and develop their self-learning.

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ANEXXES

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS

Objective: To analyze the usage of the Inductive method in the English grammar at Sixth grade parallel ¨A¨ of General Basic Education at Unidad Educativa Dr. Leonidas Garcia Ortiz in the city of Riobamba, Chimborazo Province, during, the academic year 2020-2021.
Author: Luz María Freire Carrillo.

Objective 1: To determine the procedure of the inductive method.					
Indicators	Always	Often	Seldom	Never	Observations
The teacher presents a context to introduce a topic.					

The teacher applies clear examples for teaching grammar inductively.				
Students infer the grammar by means of the examples provided by the teacher.				
The rules become evident with the specific examples given by the teacher.				
Teacher provides feedback for each doubt from the students.				
The teacher makes students practice from examples.				

Objective #2: To establish which strategies are used to teach grammar inductively.					
Indicators	Always	Often	Seldom	Never	Observations
Examples about routines are given to make students understand grammar.					
Teacher uses videos, games, flashcards, songs in order to emphasize the example provided to students.					
Teacher implements activities which involves example-inferring rule to help students to figure out how grammar structure works.					
The use of the extra materials attracts the attention of the learner.					

Objective #3: To observe the students´ and teachers´ roles in the application of the Inductive method.					
Indicators	Always	Often	Seldom	Never	Observations
The teacher acts as an instructor providing the clear grammar to the students with instructions and intervening with assessment.					
The teacher as organizer establishes purposeful activities.					
The teacher as facilitator provides easy and clear examples to develop the new knowledge.					
The students are active beings in the English class.					
The students feel motivated to make collaborative work.					
Students feel supported by the teacher to create a confident environment.					

Done by Luz María Freire Carrillo