

Young Learners' Inductive grammar Learning:
A Case of Pratomsuksa 5 Students
การสอนไวยากรณ์ภาษาอังกฤษแบบอุปนัยสำหรับเด็ก :
กรณีศึกษานักเรียนชั้นประถมศึกษาปีที่ 5

ชุตินา อัจฉรินทร์ / Chutima Arj-In¹

ABSTRACT

This study investigated young learners' achievement of learning English grammar inductively through the grammar in context method with task directions to search for rules, and their attitudes toward this teaching method. The subjects of this study were eight Pratomsuksa 5 students of Baan Khon Tae School in Sisaket Educational Service Area Primary Office 3, studying English in the second semester of academic year 2011. The investigated grammar points were this and these as pronouns and determiners. Pre- and post-tests and an attitude questionnaire were used to collect the data. The pre- and post-tests data were analyzed by using t-test. The mean score and percentage of the mean score were used to analyze the data from the survey. The results of this study indicated that the grammar in context with task directions to search for rules was an effective grammar teaching method, especially the use of this and these as pronouns. The score of the post-test was significantly higher than that of the pre-test at $P < 0.05$.

¹ มหพันธ์จิต สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ คณะศิลปศาสตร์ มหาวิทยาลัยอุบลราชธานี

The questionnaire results showed that the learners had positive attitude toward the method.

Keywords: Grammar in context, Young learners, Learners' attitude, This, These, Pronouns, Determiners, Inductive Learning

บทคัดย่อ

จุดประสงค์ของการศึกษาในครั้งนี้คือ ตรวจสอบประสิทธิผลด้านการเรียนรู้ไวยากรณ์ของเด็กโดยใช้วิธีการสอนไวยากรณ์ภาษาอังกฤษจากบริบททางภาษาที่มีคำสั่งช่วยเพื่อค้นหากฎและสำรวจทัศนคติของนักเรียนต่อการสอนโดยใช้วิธีดังกล่าว กลุ่มประชากรตัวอย่างที่ใช้ในการศึกษานี้ได้แก่นักเรียนชั้นประถมศึกษาปีที่ 5 โรงเรียนบ้านขอนแก่น สำนักงานเขตพื้นที่การศึกษาประถมศึกษาศรีสะเกษ เขต 3 จำนวน 8 คนที่กำลังเรียนภาษาอังกฤษในภาคเรียนที่ 2 ปีการศึกษา 2554 ไวยากรณ์ที่ใช้ในการศึกษานี้ได้แก่ ไวยากรณ์เรื่อง This และ These ที่ทำหน้าที่อย่างสรรพนามและคำนำหน้านาม เครื่องมือที่ใช้ในการเก็บข้อมูลในครั้งนี้ประกอบด้วย แบบทดสอบก่อนและหลังเรียน และแบบสอบถามทัศนคติของนักเรียน คະแนนการทดสอบก่อนเรียนและหลังเรียน ได้นำมาวิเคราะห์เพื่อหาค่าความแตกต่างทางสถิติโดยใช้ สถิติ T-Test และใช้ค่าเฉลี่ย และร้อยละในการวิเคราะห์ข้อมูลจากแบบสอบถาม จากผลของการศึกษาแสดงให้เห็นว่าวิธีการสอนไวยากรณ์ภาษาอังกฤษโดยใช้บริบททางภาษาที่มีคำสั่งช่วยเพื่อค้นหากฎเป็นวิธีการที่มีประสิทธิภาพ โดยเฉพาะเมื่อใช้ในการสอน This และ These ที่ทำหน้าที่อย่างสรรพนาม ผลคะแนนทดสอบหลังเรียนของนักเรียนดีขึ้นกว่าการทดสอบก่อนเรียนอย่างมีนัยสำคัญที่ค่า $P < 0.05$ ผลจากการสำรวจทัศนคติของนักเรียน พบว่านักเรียนมีทัศนคติที่ดีต่อวิธีการสอนดังกล่าว

ศัพท์สำคัญ: บริบททางภาษา, ผู้เรียนวัยเด็ก, ทัศนคติของนักเรียน, นี้, เหล่านี้, สรรพนาม, คำนำหน้านาม, การเรียนแบบอุปนัย

Introduction

At present, learning English is essential for our daily life because it serves as an important tool for communication, education, knowledge seeking, and understanding of cultures and visions of the world community (The Basic Education Core Curriculum, 2008). Throughout Thailand, the high proficiency in English is demanded (Wiryachitra, 2001). Children are increasingly being introduced to English from very early on in their schooling. Learners have to learn all language skills - listening, speaking, reading, and writing. Also, knowing grammar is one of the most important backgrounds for learners' further skill practice.

Learners of English as a Foreign or Second language (EFL/ESL) are often confused about English grammar and it has always been one of the most difficult and least understood for them. Most learners included those in Thai context, (Rittichai, 2006) felt bored with grammar lessons because they did not know the relevance of those grammars to their real life contexts. They were often left puzzled and confused by the rules (Widdowson, 1990). Ellis (1991) pointed out that many learners have knowledge of the language, but they have few or no ideas of how to use this knowledge in meaningful communication. Larsen-Freeman (1999) named this learners' situation as 'an inert knowledge problem'—the problem that learners were taught grammar as a set of rules. Even if they could apply the rules to exercises successfully during the lesson, they do not seem to be able to activate their knowledge of the rules when they are communicating during another part of the lesson or in another context.

As a result, many EFL/ESL learners, especially young learners, experience difficulties producing the foreign language spontaneously (Pinter, 2006). This suggests a need to expose

learners to more communicative activities. Some researchers such as Larsen-Freeman (1991, 2003), Nunan (1998), and Weaver (1996) found that teaching grammar in context is an educational practice which helps learners to find the relationship between grammar learning and real language use. To acquire another language, learners must learn it in context instead (Sa-ngiamwibool, 2005). Thus, the teaching of grammar should emphasize provision of suitable contexts to make the learners realize the communicative value of grammar.

Even if grammar teaching and learning for young language learners are usually considered irrelevant to their level, teaching grammar in context is interesting for teachers to use it in their lessons. Like other researchers, Sa-ngiamwibool (2005), who had developed a Grammar-in-Context model for EFL adult learners, found that the Grammar-in-Context method with task directions to search for a rule could promote the learners' noticing and understanding of the target grammar more effectively than other methods. It is, therefore, interesting if this would be true for young learners, particularly at the eight Prathomsuksa 5 students of Baan Khon Tae School in Sisaket Educational Service Area Primary Office 3.

Purpose of the Study

The purpose of this study is two folds. First, it investigated young learners' achievement of learning English grammar inductively through the grammar in context method with task directions to search for rules developed by Sa-ngiamwibool (2005). Second, it surveyed the students' attitudes toward this teaching method.

Significance of the Study

It was expected that the results of the study would shed light on whether or not grammar in context method with task directions to search for rules helps young learners learn English grammar, and whether the learners would appreciate it.

Research Questions

The two research questions of this study are:

1 Can the grammar in context method with task directions to search for rules promote young learners' noticing and understanding of grammar rules?

2 What are the attitudes of young learners toward this teaching method?

Hypothesis

It was hypothesized that the grammar in context method with task directions to search for rules can help young learners to learn and use grammar correctly, and have positive attitude toward English learning.

Noticing Hypothesis

Noticing is a component of consciousness. Theoretically, consciousness is equal to awareness. According to Schmidt (1990, 1993), it consists of three levels: perceiving, noticing, and understanding. He explained that perceiving is the first stage as well as the gateway of learning. It is generally accepted consciously perceiving leads to noticing. Noticing is the second level of learning. It is ability to make sense of what one consciously perceiving information. Noticing is needed for understanding another language. Understanding is a final level of consciousness leaning which is the

mental activity, starting from perceiving, proceeding to noticing and ending up with thinking.

Noticing hypothesis or consciousness-raising is a deliberate attempt to raise learners' awareness of the formal features of the language. This implies that learning is a result of direct manipulation of the learners' mental state. Schmidt (1991, 1993, 2001) introduced the term noticing which was later renamed as input enhancement.

Significantly, much of SLA (Second Language Acquisition) research has centered on consciousness-raising practices as opposed to grammar production activities. Several studies have been supportive of the Noticing Hypothesis. Fotos (1993), for example, pointed out that learners are more likely to notice target structures in consciousness-raising tasks than when not explicitly taught he added that learning outcomes in consciousness-raising tasks where learners have to figure out the rules by themselves are not as effective as students' being given the rules. Allen (2005) claimed that noticing plays a key role in grammar acquisition. In the simplest terms, people learn about the things that they attend to and do not learn much about the things they do not attend to (Schmidt, 2010).

Inductive Teaching and Learning

The inductive teaching approach represents the grammatical structures or rules to the students in a real language context. The fundamental of inductive approach, according to Zhou (2008), has four steps: 1) give students a set of English language data about an area of English grammar; 2) ask students to generalize a grammatical rule from the set of data; 3) ask students to test the grammatical rule against new English language data; and 4) ask students to revise the grammatical rule to accommodate the new data.

Inductive teaching (also called discovery teaching or inquiry teaching) is based on the claim that knowledge is built primarily from a learner's experiences and interactions with phenomena. The teacher's role is to create the opportunities and the context in which students can successfully make the appropriate generalizations of the grammar rules, and to guide students as necessary (Goner, Phillips, and Walters, 1995). Inductive teaching is close to the method called the "learning cycle," where phenomena are explored before concepts are named (Brigham, 2005). Nunan (2005) stated that discovering rules by learners themselves is advantageous as those rules are more likely to fit their existing mental structures, making them more meaningful, memorable and serviceable. Putthasupa (2010) pointed out that an inductive approach helps learners enhance learning autonomy and self-reliance, encouraging learners' activeness in the learning process, and promote learners' pattern-recognition and problem solving abilities.

The effectiveness of inductive compared to deductive instructional approaches are debated widely among professionals in the fields of second and foreign language (Larsen-Freeman, 2003.) According to Felder (1993), some students learn best through an inductive approach, while some learn best through a deductive approach. The inductive approach takes more time in learning, it, however, could encourage students to find larger principles. Moreover, students may draw other meanings from the examples and data provided than what was intended by the instructor.

Teaching grammar through context to young learners

Brown (2000), Pinter (2006), and Surassawadee (1999) said that young learners are curious, active, but have a short span interest. They lose interest more quickly and are less able to keep

themselves motivated on tasks they find difficult (Cameron, 2001; Harmer, 2001; Nedomová, 2007; Pinter, 2006). Peck (2001) claimed that children will only commit themselves to a task if they find it meaningful on their own terms. Young learners understand meaningful messages but cannot analyze language yet. They want to please the teacher rather than their peer group, thus they would do an activity even when they do not quite understand why or how. They often seem to become less embarrassed than adults at talking in a new language, and their lack of inhibition seems to help them acquire a more native-like accent. They enjoy fantasy, imagination and movement. However, they have lower level of awareness about themselves as language learners as well as about process of learning. They have limited reading and writing skills even in their first language.

To successfully teach young learners a foreign language, teachers, therefore, need to take these characteristics into consideration as well.

Many educators such as Cameron (2001), Nedomová (2007), Pinter (2006) and Thornbury (1999) pointed out that teaching grammar to young learners requires an extensive knowledge of a great number of issues such as teaching techniques, the difficulty of contents, and learners' requirements, etc. Moreover, teaching methods should be easy to understand and varied enough. The practice parts should provide a lot of meaningful, recycling, and guiding activities. Teachers also should express meaning through context as much as they can to provide the learners an opportunity to use grammar and relate grammar instruction to real life situations. Many studies on child language acquisition such as Pinker (1995, 1999), Lightbown & Spada (1994) indicated that children

acquired language through abstracting a set of grammatical rules from a certain amount of language data.

In teaching grammar to young learners, Larsen-Freeman (2003) suggested that young learners should be provided with the meaningful contexts so that they would have knowledge of the target forms, meanings and functions. Many educators and researchers such as Celce-Murcia (1991), Larsen-Freeman (2003), Nunan (1998), Thornbury (1999), Ur (2000), Weaver (1996) and Zhen (2008) pointed out that presenting and practicing grammar points in context are effective ways to facilitate the acquisition of the target language.

To teach grammar in context, Celce-Murcia (1991), Larsen-Freeman (1999, 2003), Nunan (1998), Ur (2000), and Weaver (1996) suggested that the following can be applied:

- The language should be taught in the way that helps learners see that alternative grammatical meanings exist so that they can use the correct form and structure for what they wish to convey to make different kinds of meaning.
- Learners should be provided with opportunities to explore grammatical and discoursal relationships in authentic data because authentic language can represent how grammatical forms operate in the real world and allows learners to encounter target language items.
- Form/function relationships should be taught in ways that make them clear to understand.
- Learners should be encouraged to become active explorers of language.
- Learners should be encouraged to explore relationships between grammar and discourse.
- Grammatical syllabus should be flexible.

- A minimum of terminology should be used when grammar is explained so that the meaning will be easy to understand.

- Grammar should be planned to be taught in horizontal ways, which means to repeatedly integrate in the teaching procedure.

- Teachers should follow up on mini-lessons with students who exhibit both the need and readiness.

Grammar in context method with task directions to search for rules

This method was developed by Sa-ngiamwibool (2005). It starts from allowing learners to explore grammar in context which enables them to perceive both forms and functions of a target grammar in various contexts, understand the relationships between grammar and context, and see how forms and functions of grammar change in different contexts. The second is noticing the clue or clues of a target grammar which leads to a subtle understanding of the relationships between grammar and context. Third, learners draw rules of grammar from context. This helps develop language learning in a more sophisticated way and enhance a real communication. Finally, learners will be able to choose or apply the grammar in use.

The following are the four steps which apply the method to the lesson:

(a) Learners explore the target grammar in a word, phrase or sentence in the given tasks with information for self-study.

(b) Learners notice the clue or clues to the target grammar.

(c) Learners discover its form and function.

(d) Learners choose or apply the discovery in a new context.

This and These

This and These are demonstratives and their role is to locate a referent in relation to a speaker and an addressee. This and These are used to talk about people and things which are close to the speaker (Swain, 1995). Celce-Murcia and Larsen-Freeman (1999) pointed out that This and These have a sense of nearness which could be spatial (I like this car better than that one over there.), temporal (I like this movie better than the concert last night.), psychological (I like this candidate, which is why I didn't vote for that one), or simply sequential (This dress is less attractive than that one.) This and These can also refer to situations and experiences which are going on or just about to start such as "I thought this is why I've traveled thousands of miles." This and These, sometimes, are used to show acceptance or interest such as

A: You know, people conveniently forget the things they say.

B: Well, this is it.

This and These can be used in two ways: as determiners and pronouns. This is used with singular as well as uncountable nouns, while These are used with plural nouns, such as This boy, This milk, These pens, This is a book, and These are books. In academic prose, they are used to mark immediate textual reference (Biber, Conrad, Finegan, Johansson, and Leech, 1999).

In teaching This and These, Celce-Murcia and Larsen-Freeman (1999) suggested that students should be introduced to the agreement required between them and the number of the noun that follows them.

Table 1 below illustrates how to use This and These, which are focused in this study.

	Form	Meaning	Use
1.	This + is + a <i>singular noun</i> or a <i>mass noun</i>	Introduce someone or something near the speaker that the speaker is going to talk about.	Demonstrative Pronoun
2.	These + are + a <i>plural noun</i>	Introduce people or things near the speaker that the speaker is going to talk about.	Demonstrative Pronoun
3.	This + a <i>singular noun</i> or a <i>mass noun</i>	Refer to someone or something near the speaker.	Demonstrative Determiner
4.	These + a <i>plural noun</i>	Refer to people or things near the speaker.	Demonstrative Determiner

Motivation and Attitude in Language Learning

Motivation is crucial in second language learning. When learners are motivated to perform academic tasks, they will learn. Nikolov (1999) found that young learners are intrinsically motivated, which means that they want to learn because they enjoy the process of learning English for its own sake, such as they have positive attitudes toward English and learning context. When children get older, about the ages of 11 to 12, the motivation will move to the extrinsic factors such as the future goals with English. Motivation is, therefore, a key to students' learning (Pinter, 2006).

Dörnyei (2001) suggested that there are four components of motivating teaching –providing motivating learning conditions, using motivating techniques, offering stimulating activities, and turning evaluation and feedback into positive experiences. Motivation may be influenced by various external factors, including education level,

teachers, parents, peers, and classroom, which can enhance or lower children's motivation (Matsuzaki, 2006). Nevertheless, it is possible to enhance children's motivation by creating an appropriate environment and using proper teaching methods and materials.

Attitude is one important factor of learning and teaching. It is a complex mental state involving beliefs, feeling, values and dispositions to act in certain ways. Zimbardo (1999) states that attitude might change depending on the knowledge received. The change of attitude can also lead to different behaviors. People, therefore, behave according to their attitude which can be expressed differently through their performance.

Previous Studies

Although the use of context to teach English grammar inductively is found effective, few research studies investigated about it. Moreover, most of these studies have adult learners as their subjects. The studies carried out by Bao and Sun (2010), Kuder (2009), Putthasupa (2010) and Sa-ngiamwibool (2005) revealed that the method could help adult learners to develop English grammar proficiency. Only some studies such as Rittichai (2007) and Sarasit (2000), and Shak and Gardner (2008) investigated and found that this method could help primary students in learning English grammar.

Moreover, it was found that Inductive Approach was more effective in helping learners to formulate grammar rules and supporting their understanding in grammar use (Kuder, 2009 and Putthasupa, 2010).

Jia-Yuan (2008) and Morelli (2003), however, found the differences. Jia-Yuan (2008) found that there was no significant difference between inductive and deductive groups; inductive approach and deductive approach had equivalent effects in English

grammar instruction. Morelli (2003) also found that the students had a better attitude about the instruction of grammar in context, while performing slightly better after having experienced the traditional grammar instruction.

Most of these previous studies have shown that using context and inductive teaching approach in grammar teaching has a positive effect on the second language grammatical proficiency and learners seem to like it. However, there are few research studies which investigated young learners, particularly in Thai context.

Methodology

Subjects

The subjects were eight Prathomsuksa 5 students at Baan Khon Tae School of Sisaket Educational Service Area Primary Office 3, studying English in the second semester of academic year 2011. The students started learning English when they were in Pratomsuksa 1. They had learned about the concepts of singular and plural nouns when they were Pratomsuksa 4, verbs when Pratomsuksa 5, and present simple tense when they were in pratomsuksa 6.

Duration of the Study

The study was conducted during the second semester of academic year 2011. It took six periods of regular class time. Each period lasted 50 minutes and there were two periods each week.

Research Procedure

In this research, the learners were encouraged to notice the clue or clues of the target grammar which led to a subtle

understanding of the relationships between grammar and context, following the steps proposed by Sa-ngiamwibool (2005). Only then their attentions were turned to examining the grammatical forms that had been used to convey those meanings. The discussion of grammar was explicit, but it was the learners who did most of the discussing or working out of rules, with guidance from the teacher. The procedures of the experiment concerns the pre-test, treatment, post-test, and students' attitude survey.

Data Collection

The data collected from the subjects was divided into two parts. Part one was the data from the pre- and post-tests. Part two was from the survey. The pre- and the post tests were marked by the teacher who gave the treatment. Each correct item was worth one mark. Incorrect item resulted in zero, which included incorrect spelling. The data from the survey revealed the students' attitude toward English grammar teaching in context.

Data Analysis

The scores of the pre- and the post-tests were compared and analyzed by using t-test to determine the effectiveness of the teaching method.

The data from the survey was analyzed by considering the mean of the sum of the scores the students gave to each question in answering the questionnaire. The means were also calculated in percentages.

Results

The results of whether young learners learn grammar from context with task directions to search for rules will be shown in three tables which were calculated using t-test.

Table 2 Comparison of Learners' Pre-test and Post-test scores

Student	Pre-test (12)	Post-test (12)	Gain
1	1	9	8
2	5	12	7
3	4	11	7
4	3	9	6
5	3	8	5
6	1	11	10
7	4	11	7
8	10	11	1
Total	31	82	51
Mean score	3.88	10.25	6.38
Percentage	32.29	85.42	53.17
SD	2.615		
t	6.895		
p	0.000**		

**Significantly different ($p < 0.05$)

As shown in Table 2, the percentage of the learners' pre-test was low (32.29% or 3.88 out of 12). After learning through the teaching method of grammar in context with task directions to search for rules, the percentage of the learners' post-test was much higher (85.42% or 10.25 out of 12). The percentage of the gained scores after the instruction was 53.17% (6.38 out of 12). The difference between the mean scores of the pre- and post-test is

statistically different at $p = 0.00$. The learners' English grammar proficiency seems to improved. It can be concluded that the grammar in context lessons can help young learners learn grammar. Learning English grammar by using this method can indeed help young learners to improve their English grammar proficiency.

Table 3 Learners' Pre-test and Post-test scores: comparison of *this* and *these* as pronouns and determiners

Grammar	Number of students	Number of items	\bar{X} of pre-test (%)	\bar{X} of post-test (%)	SD	\bar{X} of gain (%)	t	p
Pronouns	8	6	1.13 (18.83)	5.50 (91.87)	1.92	4.38 (73.00)	6.44	0.000 **
Determiners	8	6	2.75 (43.83)	4.75 (79.17)	1.19	2.00 (33.33)	4.733	0.002 **

Table 3 shows the results of *this* and *these* functioning as a pronoun and a determiner, the focus of this study. The results show that the percentages of the gained score means of pronouns and determiners are different. There are different degrees of significant levels. For pronouns, the significant level is 0.000, but the significant level of determiners is 0.002. This means that the technique seemed to help the students learn grammar quite differently. The students seemed to learn *this* and *these* as pronouns better.

If we look at the pre-test scores, the results also show that the students were able to use *this* and *these* as determiners to some extent before the treatment, and they could use the forms even more correctly after learning by using the grammar in context with task directions to search for rules method.

Table 4 Learners' Pre-test and Post-test scores: comparison of each function

Grammar		Number of students	Number of items	\bar{X} of pre-test (%)	\bar{X} of post-test (%)	SD	\bar{X} Of gain (%)	t	P
Pronouns	<i>This</i>	8	3	0.75 (25.00)	2.50 (83.33)	1.04	1.75 (58.33)	4.78	0.002**
	<i>These</i>	8	3	0.38 (12.87)	3.00 (100)	1.06	2.63 (87.67)	7.00	0.000**
Determiner	<i>This</i>	8	3	1.50 (50.00)	2.25 (75.00)	0.71	0.75 (25.00)	3.00	0.020**
	<i>These</i>	8	3	1.25 (41.67)	2.50 (83.33)	1.28	1.25 (41.67)	2.76	0.028**

**Significantly different ($p < 0.05$)

Table 4 shows the results of all functions which were focused in this study. From this table, the results show that the percentages of the post-test score mean of each function is different from that of the pre-test. The differences are significant at $p < 0.05$. This means that the investigated method helped these young learners learn the target grammar points. And if we look at the percentages of the gained scores, we can see that the students learned how to use these as a pronoun the best, followed by this as a pronoun. They learned this as a determiner the least. The method seemed to help the students learn different forms and functions quite differently.

To gain insight into the extent to which whether the teaching technique of English grammar through context with task directions to search for rules promote the positive attitudes of young learners, the percentages and means of the scores the students gave to each question were calculated. The data are shown in the table below.

Table 5 The percentages, mean, and standard deviation of the Questionnaire scores

Questions	N=8				\bar{X}	S.D.	%
	4	3	2	1			
	%	%	%	%			
Good points of the method							
1. It is the way that can represent many patterns of language use.	5 62.50	3 37.50	0 0.00	0 0.00	3.63	0.52	90.75
2. It helps learners to know which pattern is appropriate for each situation.	4 50.00	4 50.00	0 0.00	0 0.00	3.50	0.53	87.50
3. It helps learners use language to communicate in a proper meaning.	2 25.00	6 75.00	0 0.00	0 0.00	3.25	0.46	81.25
4. It encourages learners to notice grammar from context.	3 37.50	5 62.50	0 0.00	0 0.00	3.38	0.52	84.50
5. It helps learners to notice the relationship between function meaning and the use of language.	1 12.50	7 87.50	0 0.00	0 0.00	3.13	0.35	78.25
6. It helps learners to realize that in different contexts or situations, the function used is different.	1 12.50	7 87.50	0 0.00	0 0.00	3.13	0.35	78.25
7. It helps learners to remember the rules and use of language.	5 62.50	3 37.50	0 0.00	0 0.00	3.63	0.52	90.75
8. It encourages learners to do the discussion with friends.	5 62.50	2 25.00	0 0.00	1 12.50	3.38	1.06	84.50
9. It helps learners learn grammar more quickly.	4 50.00	4 50.00	0 0.00	0 0.00	3.50	0.53	87.50
10. It helps learners to know the way of using grammar in real situations.	1 12.50	7 87.50	0 0.00	0 0.00	3.13	0.35	78.25
11. It is an interesting method.	5 62.50	3 37.50	0 0.00	0 0.00	3.63	0.52	90.75
12. It helps students feel confident when using English in communication.	3 37.50	4 50.00	1 12.50	0 0.00	3.25	0.71	81.25
13. It helps students do the exercises correctly.	3 37.50	4 50.00	1 12.50	0 0.00	3.25	0.71	81.25
14. Students feel proud because they get knowledge by themselves.	5 62.50	3 37.50	0 0.00	0 0.00	3.63	0.52	90.75
\bar{X} of the student's attitude(N=8)	3.36	4.43	0.14	0.07	3.39		84.68
% of the student's attitude	42.00	55.38	1.75	0.88			
Weak points of the method							
15. Students spend longer time than usual to understand the lesson point because students have to notice and think themselves.	2 25.00	6 75.00	0 0.00	0 0.00	3.25	0.46	81.25
16. It is suitable for only clever students.	0 0.00	6 75.00	1 12.50	1 12.50	2.63	0.74	65.75

17. Students can learn less language content.	0 0.00	3 37.50	0 0.00	5 62.50	1.75	1.04	43.75
18. Learning grammar from rules is better than and the traditional teaching instructions	4 50.00	4 50.00	0 0.00	0 0.00	3.50	0.53	87.50
\bar{X} of the student's attitude	1.50	4.75	0.25	1.50	2.78		69.50
% of the student's attitude	18.75	59.38	3.13	18.75			

Note: 4 = strongly agree 3 = agree 2 = disagree 1 = strongly disagree

According to the data in Table 5, the overall results of the questionnaire show that the students' attitudes toward Grammar in context with task directions to search for rules method was at a high level ($\bar{X} = 3.39$). They strongly agreed with the good points claimed of the method.

As a whole, most students agreed with the good points (42.00% of strongly agree and 55.38% of agree). They particularly agreed ($\bar{X} = 3.63$) that the method was the way that can represent many patterns of language use, helped learners remember the rules and use of language, was an interesting method, and made them feel proud because they gained knowledge by themselves.

However, there were a small number of students (1.75% of disagree and 0.88% of strongly disagree) who disagreed with the good points of the method. These students pointed out that the method did not encourage learners to do the discussion with friends. Nor did it help them feel confident when using English in communication. One student also thought that the method did not quite help students do the exercises correctly.

When the weak points of the method were considered, it was evident that most learners tended to agree that they needed to spend longer time than usual to understand the lesson point since they had to notice and think by themselves. In addition, they noted that they preferred learning grammar from rules. In other words,

they agreed that learning grammar from rules was better (item 18). Many students also thought that this method was suitable for only clever students (item 16). However, it was found that a lot of students (62.50%) did not agree with item 17 (Students can learn less language content.) That is, they thought they could learn the content through this method.

Discussion

The investigation of young learners' achievement of learning English grammar inductively through the grammar in context method with task directions to search for rules developed by Sa-ngamwibool (2005) showed that the method was an effective grammar teaching method, especially the use of this and these as pronouns. The learners also had positive attitude toward it. These will be further discussed below.

The effectiveness of the grammar in context with task directions to search for rules

The findings revealed that grammar in context seemed to help the young learn English grammar. Their knowledge of the target grammar significantly improved through the use of grammar in context tasks. This is in line with Celce-Murcia (1991), Larsen-Freeman (1999, 2003), Nunan (1998), Sa-ngamwibool (2005), Thornbury (1999), Ur (2000), Weaver (1996), and Zhen (2008), who all claimed that presenting and practicing grammar points in context are effective ways to facilitate the acquisition of the target language.

In this study, the students could learn this and these functioning as a pronoun and a determiner well, especially this and these as pronouns. This result supports Sa-ngamwiboon (2005), who suggested that drawing the students' attention to noticing essential

grammatical features enable students to see the relationship of the grammatical features and how they are used in context, students will be able to apply them in their language use. The teacher, on the other hand, showed pictures to present the meaning of this and these and engaged them in the process of noticing the meaning and use of this and these are different. The students attended to meaning and noticed the forms and functions of this and these. Then, they could identify the differences of this and these. After students finished task sheet 5 and 6 students interpreted the meaning of the text(s) in which this and these were used, leading to the restructuring of their mental grammar. The teacher also provided activities and tasks to trigger noticing in students to present the concepts of this and these which required students to make decisions as to which grammatical devices were most appropriate to express their intended meaning, task sheet 7 and 8.

The above findings support Allen's study (2005) which found that noticing plays a key role in grammar acquisition. In teaching, it is important to encourage students to notice since noticing or consciousness-raising is a deliberate attempt to raise students' awareness of the formal features of the language. This implies that learning is a result of direct manipulation of the students' mental state (Fotos, 1993; Schmidt, 1991, 1993, 2001, 2010). Moreover, these also support the advantages of inductive approach which lies in the fact that it actively involves students in their English grammar learning process. Consequently, they have to formulate grammatical rules by themselves and to check, test and revise these rules, rather than to memorize them without understanding why. Further, it will reform the traditional way of teaching English grammar by bringing a fresh perspective into this field to develop and enhance students' English grammar

competence and skills (Brigham, 2005; Goner, Phillips, and Walters, 1995; Nunan, 2005; Putthasupa, 2010; Zhou, 2008).

However, when each function (this and these as pronouns and this and these as determiners) is considered, the results show that the teaching method could help learners understand the concept of each function at different degrees. That is, they could learn this and these as pronouns better than this and these as determiners. If we consider the functions of this and these, we see that their function as determiners seems more complex than as pronouns. They cannot be used alone as a noun phrase; they need to be used with a noun of different forms, i.e. singular or plural. While in the case of this and these as pronouns, students simply need to realize about singularity or plurality of nouns that they want to introduce; they do not need to think about what form of the noun to use. In the case of determiners, they not only have to find the referred nouns, but also decide what noun form (singular or plural) should be used with each determiner. This may have made this and these as determiners more difficult to acquire.

Nevertheless, when this method was used in this grammar course, the findings showed that it could help the learners learn every part. This is in the line with the findings of many studies (e.g. Bao and Sun, 2010; Sa-ngiamwibool, 2005; and Shak and Gardner, 2008) which suggested that teaching grammar through context helped learners to improve their grammatical proficiency.

As a whole, the findings could prove that teaching grammar in context seemed to enable learners to see the relationship between grammar learning and language use in a communicative situation. It may be useful for teachers to use it in their lesson. As Sa-ngiamwibool (2005) and many researchers suggested, an effective way to teach grammar in context is to use activities and tasks which can draw learners' attention to notice essential grammatical

features. Similar to this study, the learners could learn functions of this and these after they were assigned tasks with directions to search for rules. In the learning processes, the learners were encouraged to notice the clues to the target grammar points and discover their forms and functions then apply the discovery in a new context. It is, thus reasonable to state that grammar in context tasks had a significant influence upon the improvement of the young learners' English grammar in this study. Nevertheless, whether it is better than other methods would need further investigation. Morelli (2003), for example, found that this method could help, but it was as effective as other methods.

Students' attitudes toward the teaching technique of English grammar through context

The findings regarding the students' attitudes towards the teaching technique of English grammar through context as shown in the previous section indicated that most of the students had positive attitudes toward grammar in context teaching technique. That is, they seemed to agree that the method is good for many reasons. It, thus, seems reasonable to state that the students were satisfied with the teaching technique of English grammar through context.

Dörnyei (2001) suggested that there are four components of motivating teaching - motivating learning conditions, motivating techniques, stimulating activities, and turning evaluating and feedback into positive experiences. These four elements have been combined in grammar in context with task directions to search for rules. In this study, the students were provided with tasks that helped them learn the functions and forms of this and these and required them to perform some operations on or with it. They could

explore the target grammar in the given tasks. There were lots of meaningful, recycling, and guidance in attending to language forms and functions. The students were active participants in the tasks in which they had an opportunity to use grammar and relate grammar instruction to real life situations. They also were encouraged to become active explorers of language. That means they had to notice the clues to this and these, discover their forms and functions, and apply the discovery in a new context. The ways to do these were providing exercises to train the learners to explore grammatical structures in context.

The findings support the studies by Shak and Gardner (2008) and Morelli (2003) which claimed that learners were satisfied with the teaching grammar through context method. The method is different from the traditional way of grammar teaching, which tends to causes students boredom in learning (Rittichai, 2006).

Several scholars such as Nikolov (1999), Pinter (2006), and Spaulding (1992) pointed out that when learners are motivated to perform academic tasks, they will learn. This is inclusive with the findings of this study, which showed that most learners had positive attitudes toward the method and their grammatical skill significantly improved after the treatment. During the experiment, the students actively participated in the activities provided by the teacher. They could finish both single and group works and their post-test scores were much higher than those of the pre-test. Learning English grammar trough this method seem to motivate young students to learn English grammar.

It is, however, interesting to find out that even though the participants of this study agreed that this grammar in context teaching method is beneficial for many reasons, all of them agreed that learning grammar from rules is better. This may reveal that they were used to the traditional way of teaching, and did not like

change, even when they saw the good points of the new method. They might think that, this method, they needed to spend longer time than usual to understand the lessons as they had to notice and think by themselves. This point seems to show that the students might have the feeling of being uncertain to their answer (their teacher might be unhappy, if they got the wrong answer). This related to the young learners' characteristic that they wanted to please their teacher (Cameron, 2001; Harmer, 2001; Nedomová, 2007; Pinter, 2006). Hence, they prefer teacher to explain them the rules and suggest them to apply those rules in exercises than this method. This is maybe why most students thought or agreed that this teaching method was effective for only clever students.

Nevertheless, the findings of this study seem to show that overall the learners could find the advantages of the lesson. They had positive attitude toward this teaching method although they were not fully familiar with it. All of them still thought that learning through rules given by the teacher was better despite their seeing many good points of this teaching method.

Pedagogical Implications

According to the results of the study, teaching grammar through context is proven effective in helping young students learn English grammar. Most students thought it is an interesting method. It is recommended that the teachers of English grammar apply this technique to help young students learn grammar. In doing so, the teachers may also use games or other interesting activities such as story-telling, jigsaw reading, songs, and poems to avoid boredom and promote motivation. Moreover, the teachers should provide familiar words and situation containing the target grammar form and function to help students learn better.

The stages of teaching and learning grammar inductively through context tasks are suggested as follows: First, the teacher provides useful context containing the target grammar to make students see the relationship between form, function, and meaning. After that, teachers should encourage students to review their knowledge by using grammatical tasks, which is the way to extend the use of grammatical structures to achieve communicative clarity and appropriacy. The learners will be active participants in a task in which they have an opportunity to use grammar and relate grammar instruction to real life situations. They will also be encouraged to become active explorers of language.

Conclusion

The investigation of young learners' achievement of learning English grammar inductively through the grammar in context method with task directions to search for rules developed by Sa-ngamwibool (2005) showed that the method was an effective grammar teaching method, especially the use of this and these as pronouns. The learners also had positive attitude toward it.

Recommendations of Further Study

Based on the limitations mentioned in the previous section, further study should be conducted with a greater number of students to make the study results more generalizable. Moreover, other grammar points and long-term retention should be investigated to prove the method's effectiveness. The interview should also be used to find students' opinions and attitudes toward the method. This would help strengthen the claims of the study. In addition, comparing this teaching method with others may be helpful in finding good ways to teach grammar.

Reference

- Allen, C. (2005). Some ideas for teaching grammar more effectively in an EFL context. *Indonesian journal of English language teaching*. 1(2), 113-134.
- Anderson, J. (2006). Zooming in and zooming out: putting grammar in context into context. *English Journal*. 95(5), 28-34.
- Bao, J. and Sun, J. (2010). English grammatical problems of Chinese undergraduate students. Foreign Language Department, Liaoning Technical University, *English Language Teaching*. 3(2): 48-53.
- Basic Education Curriculum B.E. 2551. (2007). **Contents and Standards of Learning for a Foreign Language**. Bangkok: The Ministry of Education.
- Biber, D, Conrad, S. and Leech, G. (2002). **Longman Student Grammar of Spoken and Written English**. Essex: Longman.
- Bourke, J. (2008). Towards the design of a problem-solving programme of instruction for teaching English grammar to secondary-level ESL students. *Journal of Applied Research in Education*, 8(1), 104-122.
- Brigham, F. (2005). **Using varied instructional techniques; Inductive and Deductive teaching approaches with diverse learners**. National Institute, Landmark College. 5-8.
- Brown, H. D. (2000). **Principles of language learning and teaching**. New York: Pearson.
- Cameron, L. (2001). **Teaching Language to Young Learners**. Cambridge: Cambridge University Press.
- _____. (2003). Challenges for ELT from the expansion in teaching children. *ELT Journal* 57 (2): 105-12.
- Celce-Murcia, M. (1991). Grammar pedagogy in second and foreign language teaching. *TESOL Quarterly*. 25 (3), 459-480.
- Celce-Murcia, M., & Larsen-Freeman, D. (1999). **The grammar book: An ESL/EFL teacher's course**. Boston: Heinle.
- Dörnyei, Z. (2001). **Motivational strategies in the language classroom**. Cambridge: Cambridge University Press.
- Ellis, G. (1991). **Learning to learn**. In C. Brumfit, J. Moon and R. Tongue, (eds.). *Teaching English to Children*. London: Collins, 191-200.

- Felder, R. (1993). Reaching the second tier: Learning and teaching styles in college science education. *Journal of College Science Teaching*. 23 (5): 286-90.
- Fotos, S. (1993). Consciousness raising and noticing through focus on form: grammar task performance versus formal instruction. *Applied Linguistics*. 14, 385-407.
- Goner, Phillips, and Walters. (1995). **Teaching practice handbook: Structures: Grammar and function**. Heinemann, 129-138.
- Harmer, J. (2001). Coursebooks. A human, culture, and linguistic disaster?" *MET*, 8(4),5-10
- Jia-Yuan, S. (2008). **Effects of inductive and deductive approaches in grammar instruction for junior high school students of differing English proficiency**. Master's Thesis: Technology in Southern Taiwan.
- Kuder, E. (2009). **Implications of an inductive versus deductive approach to SLA grammar instruction**. Master's Thesis: University of Delaware, 2009.
- Larsen-Freeman, D. (1991). Teaching Grammar. In Celce-Murcia, M. (ed.) **Teaching English as a Second or Foreign Language**. Boston: Heinle and Heinle. 279-295.
- _____ . (2003). **Teaching Language: From Grammar to Gramming**. Heinle, USA.
- Lightbrow, P. and N. Spada. (1994). An innovative program for primary ESL in Quebec. *TESOL Quarterly*. 28 (3), 563-579.
- Mackey, A. (2006). Feedback, noticing and instructed second language learning. *Applied Linguistics*. 27, 405-530.
- Matsuzaki J. (2006) How to enhance children's motivation for learning English. **latefl voices**. January-February 2006 Issue 187.
- Morelli, J. (2003). **Ninth graders' attitudes toward different approaches to grammar instruction**. ETD Collection for Fordham University. <http://fordham.bepress.com/dissertations/AAI3084892>
- Nedomová A. (2007). **Teaching Grammar to Young Learners**. Bachelor's thesis: Masaryk University. Czech.
- Nikolov, M. (1999). "Why do you learn English? Because the teacher is short." A study of Hugarian children's foreign language learning motivation. *Language Teaching Reacher*. 3 (1): 33-56.

- Nunan, D. (1998). *Teaching Grammar in Context*. *ELT Journal* 52(2). Oxford:Oxford University Press.
- _____. (2005). *Practical English language teaching: Grammar*. New York: McGraw-Hill.
- Peck, S. (2001). Developing children's listening and speaking in ESL. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language*. Boston: Heinle and Heinle. 139-149.
- Pinker, S. (1995). *The Language Instinct: How the Mind Creates Language*. New York: HarperCollins.
- _____. (1999). *Words and Rules: The Ingredients of Language*. New York: Harper Collins.
- Pinter, A. 2006. *Teaching Young Language Learners*. Oxford: Oxford University Press.
- Putthasupa,P. (2010). *Effects of Inductive Approach on Teaching Grammar in the writing course*. The 2nd International Conference on Humanities and Social Sciences. April 10th, 2010 Faculty of Liberal Arts, Prince of Songkla University.
- Rittichai, P. (2006). *A study of using songs as a supplemental tool for English grammar learning for grade six students at demonstration school*. Master's Thesis: Uttaradit Rajabhat University.
- Sa-ngiamwiboon, A. (2005). *Developing a grammar-in-context model for EFL adult learners*. Ph D's thesis : Suranaree University of Technology.
- Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics* 11, 129-158.
- _____. (1993). Awareness and second language acquisition. *Annual Review of Applied Linguistics*. 13, 206-226.
- _____. (1995). Consciousness and foreign language learning: A tutorial on the role of attention and awareness in learning. In R.W. Schmidt (ed.), *Attention and awareness in foreign language learning and teaching*. Honolulu, Ha: University of Honolulu, 1-63.
- _____. (2001). Attention. In P.J. Robinson (ed.), *Cognition and second language instruction*. Cambridge, U.K., 3-32.
- _____. (2010). Attention, awareness, and individual differences in language learning. In W. M. Chan, S. Chi, K. N. Cin, J. Istanto, M. Nagami, J.W. Sew, T. Suthiwan, & I. Walker, *Proceedings of CLaSiC 2010*, Singapore,

- December 2-4 Singapore: National University of Singapore, Centre for Language Studies. 721-737.
- Shak, J. and Gardner, S. (2008). Young learner perspectives on four focus-on-form tasks. *Language Teaching Research* 12 (3). 387-408.
- Surassawadee, P. (1991). **English with Thai Primary Students**. Bangkok: Chulalongkorn Press.
- Swain, M. (1995). Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), **Principle and practice in applied linguistics: Studies in honour of H. G. Widdowson**. Oxford: Oxford University Press. 125-144.
- Thornbury, S. (1999). **How to teach grammar**. Longman, England.
- Ur, P. (2000). **A course in language teaching practice and theory**. Beijing: Foreign Language and Research Press & Cambridge
- Weaver, C. (1996). **Teaching Grammar in Context**. Portsmouth, NH: Boynton/Cook Publishers.
- Widdowson H. (1990). **Aspects of language Teaching**. Oxford: Oxford University Press.
- Wiriyachitra A. (2001). A Thai University English Scenario in the Coming Decade. **Thai TESOL**, 14(1), 4-7.
- Zhen L. (2008). **Transitional methodologies of the second language grammar teaching in middle schools**. Sino-US English Teaching. May, 5(5) (Serial No.53), ISSN1539-8072, USA.
- Zhou, K. (2008). An Inductive Approach to English Grammar Teaching. **HKBU Papers in Applied Language Studies**. Vol. 12.
- Zimbardo, P. G., & Boyd, J. N. (1999). Putting time in perspective: A valid, reliable individual-differences metric. **Journal of Personality and Social Psychology**. 77, 1271-1288.