

A Fiction Based Inductive Grammar Approach to Replace Deductive Grammar Approach in ESL Classroom

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Abstract – The purpose of instructing grammar is to provide students with the tools for both oral and written communication. The Deductive Grammar Instruction Approach (DGIA) has failed to empower learners' four skills and creativity because of teaching grammar separately from the context. A Fiction-based Grammar Instruction Approach (FGIA) was experimented to examine its ability to address the above requirements. The study involved two groups of beginner-level teenage ESL learners. A selected set of grammar units were taught to the two groups employing DGIA for Group 1, and FGIA for Group 2 for four consecutive weeks. For group 1, grammar was taught as a separate component commencing the lesson with structures and providing example sentences. For group 2, the instructor delivered a short fiction which was expected to allow learners to acquire the relevant grammatical component. Then, the instructor displayed sentences extracted from the text and pointed out the structure. Later, the learners were instructed to create their own sentences based on the fiction. Learner performance was evaluated through a post-test common for both groups and semi-structured interviews were conducted with randomly selected students to get their opinion. According to the results, group 2 demonstrated better performance in productive skills and creativity than group 1 with development in vocabulary, idiomatic expressions, etc. Also, commencing the lesson with a fiction had increased motivation and decreased anxiety of group 2 while group 1 had experienced the opposite. Hence, FGIA could be recommended as an effective pedagogical approach that improves learners' four skills, motivation, creativity, critical thinking, and emotional intelligence.

Keywords: grammar, fiction, ESL