The Effects of Deductive and Inductive Instruction on the Acquisition of Conditional Structures in Spanish

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LING 564

Deductive vs. Inductive Structure: Literature Review

- Advantages and disadvantages of each approach
- Mixed results:
  - Deductive as more effective:
    - Scott (1989, 1990), Erlam (2003), Lin (2007) and Wang (2012)
  - Inductive as more effective:
    - Bruner (1961), Herron and Tomasell (1992), Wang (2002) and Takimoto (2008).
  - No significant difference:
    - Abraham (1985) and Shaffer (1989).

DESIGN

- Targeted structures:
  - Conditional types 1 and 2
- Participants: SPAN 130 (01) and SPAN 130 (09)
- Learning Style mini-survey
- Treatment:

Conditional structure	DEDUCTIVE	INDUCTIVE
Type 1	SPAN 130 (01)	SPAN 130 (09)
Type 2	SPAN 130 (09)	SPAN 130 (01)

- Input enhancement: focus on form, raising awareness
- Task-based approach
- Immediate Post-test (final task)
- Delayed Post-tests (Production and Recognition*): the latter was problematic

SAMPLE: DEDUCTIVE APPROACH

- "Conditional type 2"

La regla gramatical

- Estructura (el orden no modifica la estructura):

Cláusula subordinada con "si"	Cláusula principal

Si + *imperfecto de subjuntivo*	Condicional :
	•Verbos regulares:
	-- Infinitivo + ía íamos
	            ías íais
	            ía ían
	• Verbos irregulares (misma raíz que para el futuro):
	tendr- vendr- habr- , etc.

- Ejemplo:
  - Si *tuviera* dinero viajaría a Australia
  - Viajaría a Australia si *tuviera* dinero
- Uso:
  - La acción es poco probable: la condición NO existe en el momento presente y la acción NO puede realizarse.

SAMPLE: INDUCTIVE APPROACH

▸ "Si te importa el medio ambiente…" ("If you care about the environment):

Vamos a pensar…

Paso 1. Lee las siguientes frases. ¿Cuáles de las siguientes acciones harías en un mundo hipotético?

- Si *tuviera* dinero <u>viajaría</u> a Australia
- <u>Viajaría</u> a Alaska si *tuviera* dinero.
- Si mis padres me *visitaran*, <u>iríamos</u> al teatro
- Mis compañeros de cuarto y yo <u>compraríamos</u> una mascota si *pudiéramos* tener animales en la residencia.

Paso 2. Presta atención a los verbos subrayados.

a) ¿Puedes deducir su estructura observando los ejemplos de arriba? ¿Cuál es la raíz *(stem)* y cuáles son las terminaciones *(endings)*?

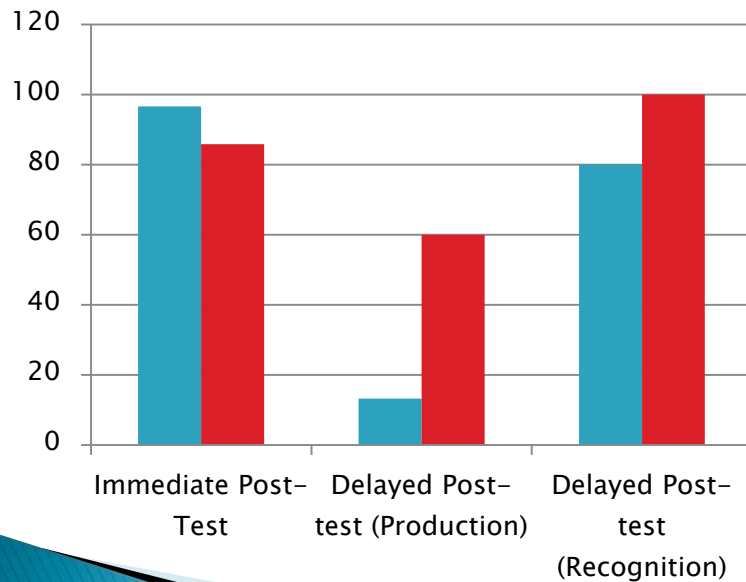b) ¿Sabes cómo se llama este tiempo verbal?

Paso 3.

a) Lee de nuevo las frases anteriores e intenta elaborar una regla que te ayude a recordar esta estructura:

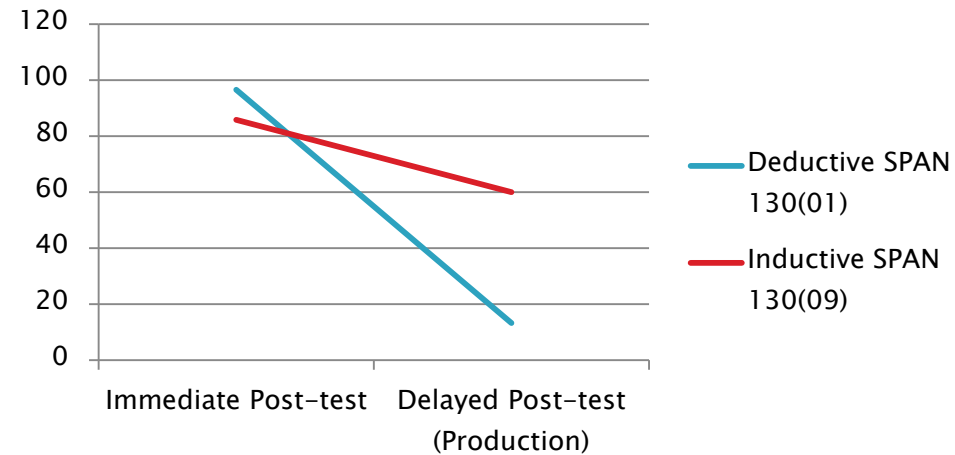| Cláusula subordinada con "si"	Cláusula principal
Si + _____	_____

b) Presta atención otra vez a los ejemplos de arriba ¿afecta el orden a la estructura? Pon un círculo en tu respuesta: Sí / No

c) En los ejemplos anteriores: qué acción es más probable: 1. Si quiero, iré a Australia.

2. Si quisiera, iría a Australia.
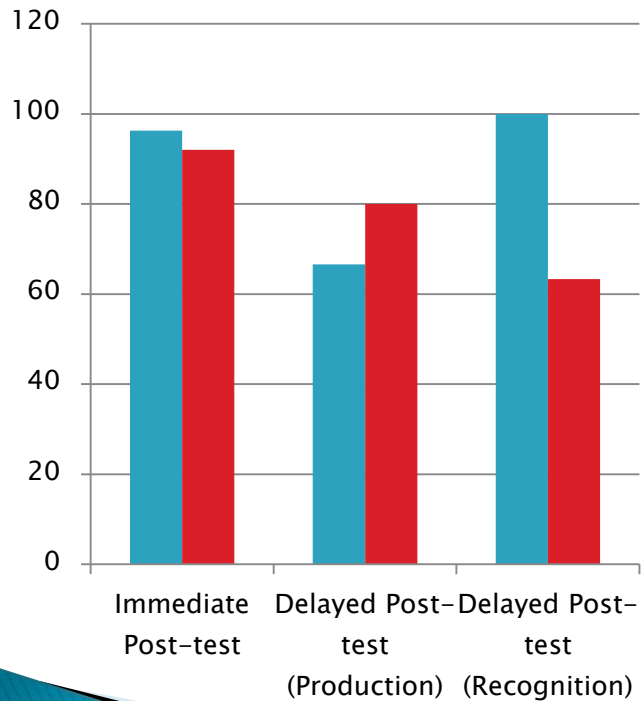
RESULTS

- Conditional type 1 accuracy rate

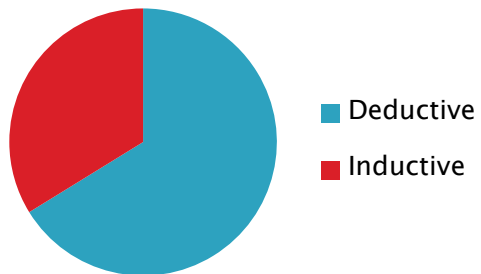# RESULTS II

▸ Conditional type 2 accuracy rate:
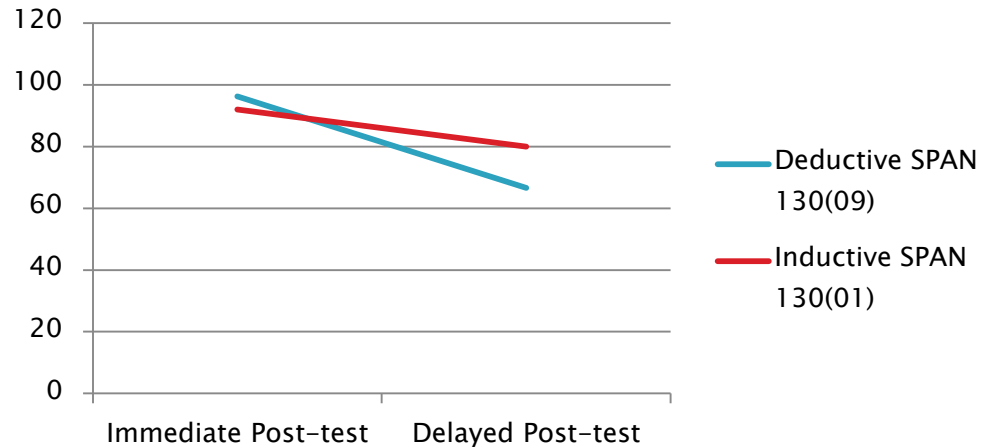
RESULTS III

▸ Conditional types 1 and 2 accuracy rate – Immediate Post-test and Delayed Post-test (Production):
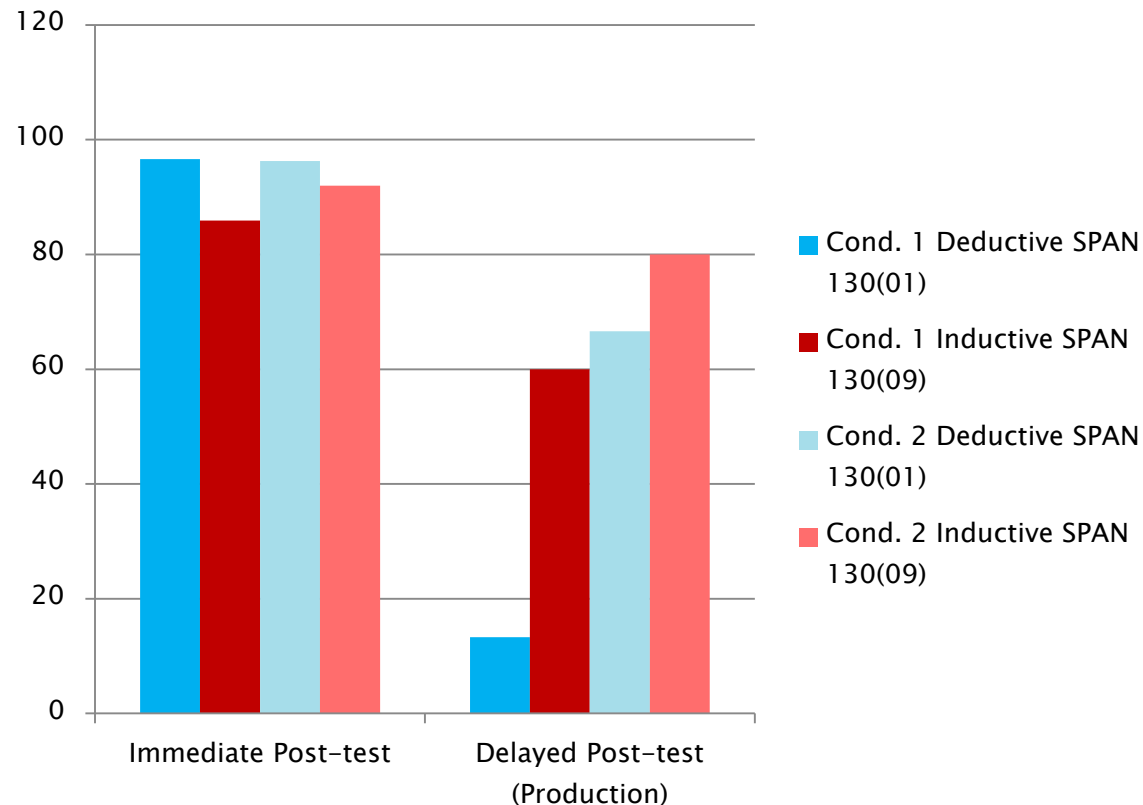
RESULTS IV

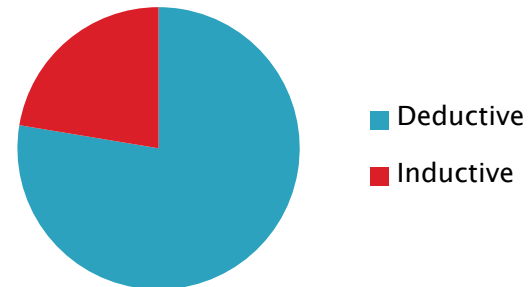▸ Students' overall learning style preference:

SPAN 130 (01)

■ Deductive
■ Inductive

SPAN 130 (09)

■ Deductive
■ Inductive
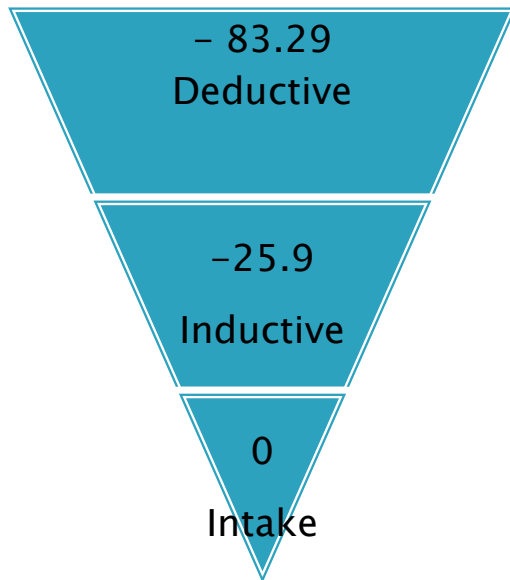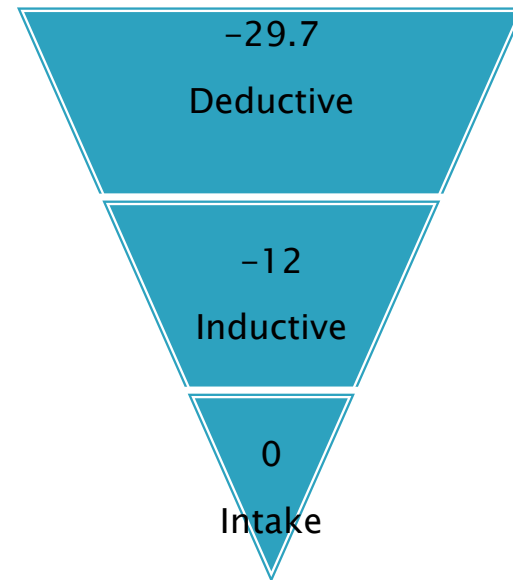
Results V

- Accuracy DECLINE from Immediate Post-test to Delayed Post-test (Production):

Conditional type 1   Conditional type 2
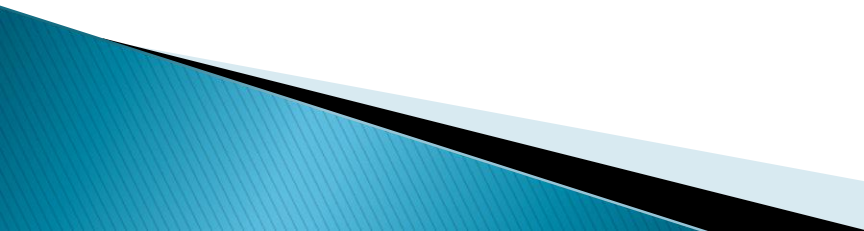
- 83.29
Deductive

-25.9
Inductive

0
Intake

-29.7
Deductive

-12
Inductive

0
Intake

Conclusions and Pedagogical implications

- Inductive instruction is more beneficial for acquiring conditional types 1 and 2 in Spanish.
- Although learners' style preference is more deductive, inductive instruction - in this particular case - is more beneficial.
- A task-based approach can be followed regardless of the method of grammar instruction.
- Careful design of Post-tests

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