This study investigated how secondary school French as a second language (FSL) and English as a second language learners perform under two different types of grammar instruction:

- inductive approach (students discover rules based on examples)
- deductive approach (rules are presented and then practiced in exercises)

**Facts**

- Students preferred the deductive approach
- Students who preferred the deductive approach showed most gains in the deductive unit.
- Students made more gains with the inductive approach than with the deductive approach.
- Students situated towards the ectenic pole (need conscious control over what they are learning) of learning preferences/styles seem to be generally more receptive to all type of instruction; e.g., closure oriented, particular, and deductive.
- Ectenic-oriented learners overall reported enjoying grammar instruction more than synoptic learners (learners who rely on intuition and pre-conscious processing).