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# The Used Of Inductive and Deductive Methods of Teaching Grammar

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## ABSTRACT

*This paper talks about the inductive and deductive methods of teaching grammar. It also discussed about the advantages and disadvantages of using inductive and deductive methods in teaching grammar. The teacher has given the choice to use both inductive and deductive methods of teaching grammar.*

## KEYWORDS:

Inductive Method, Deductive Method, Strategies in Teaching Grammar, and the Importance of Inductive and Deductive Methods.

## INTRODUCTION

A teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. Suggestions are there to design and selection of teaching methods must

take into account not only the nature of the subject matter but also how students learn.

## STATEMENT OF THE PROBLEM

1. What is inductive method of teaching grammar?
2. What is deductive method of teaching grammar?
3. What are the advantages of inductive method of teaching grammar?
4. What are the disadvantages of inductive methods of teaching grammar?
5. What are the advantages of deductive method of teaching grammar?
6. What are the disadvantages of deductive methods of teaching grammar?
7. What is the method that you prefer to use in teaching grammar?

## FINDINGS AND DISCUSSIONS

### ► What do you understand by the inductive and deductive methods of teaching grammar

Deductive grammar teaching is based on facts and statements; it is also based on prior logic. Therefore the learners are told the grammatical rule and will work from that. Deductive approach is certainly easier to apply and leaves little room for mistakes providing that the rule is concisely and clearly stated.

Deductive approach, learners be in control during practice and have less fear of drawing an incorrect conclusion related to how the target language is functioning. Deductive teaching is a traditional approach in which information about target language and rules are driven at the beginning of the class and continued with examples. The principles of this approach are generally used in the classes where the main target is to teach grammar structures.

Inductive is known as a 'bottom up' approach. In other words, students discovering grammar rules while working through exercises. Inductive grammar teaching is based on trial and error, experiments. The learners learn from trying different things, seeing what works and what does not. Through exercises they figure out the grammatical rules.

Inductive method can be used solely by an experienced and competent teacher who knows the students well enough to be able to adjust the instruction to their needs and capacities. The superiority of inductive method over deductive one can only be utilized if one has profound insight into teaching techniques and possesses deep knowledge of students' patterns of thinking and approaching new structures. It is also of paramount importance to know when and how to help learners, what can be done to aid them in coming up with a particular rule and how to do that efficiently.

An inductive approach comes from inductive reasoning stating that a reasoning progression proceeds from particulars (that is, observations, measurements, or data) to generalities (for example, rules, laws, concepts or theories). An inductive approach identifies inductive approach as a process where learners discover the grammar rules themselves by examining the examples. In an inductive approach it is also possible to use a context for grammar rules. That is to say, learners explore the grammar rules in a text.

In an inductive approach learners are provided with samples which include the target grammar that they will learn. Then learners work on the examples and try to discover the rules

themselves. When students obtain the grammar rules and they practice the language by creating their own examples.

► **What are the advantages and disadvantages of deductive and inductive approach to teaching grammar?**

In general the *advantages of deductive* approach can be summarized as follow:

It gets straight to the point, and can therefore be timesaving. Many rules especially rules of form can be more simply and quickly explained than elicited from examples. This will allow more time for practice and application. It respects the intelligence and maturity of many especially adult students, and acknowledges the role of cognitive processes in language acquisition. It confirms many students' expectations about classroom learning, particularly for those learners who have an analytical learning style. It allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.

It has some quite significant *disadvantages* that cannot be disregarded. The most important one is lack of students' involvement and struggle for understanding, which

may result in the lesson being teachercentered and not demanding in terms of creativity and imagination.

Teacher's incompetence may deteriorate the situation further; if he is unable to state the rule explicitly, back it up with relevant examples and adjust the use of met language to the needs of his students, then even the dimplest grammar instruction can become ambiguous, and breed confusion and discouragement.

In general the *disadvantages of deductive approach* can be summarized as follow:

Starting the lesson with a grammar presentation may be offputting for some students; especially younger ones. They may not have sufficient met the language (i.e. language used to talk about language such as grammar terminology). Or they may not be able to understand the concepts involved. Grammar explanation encourages a teacherfronted, transmission style classroom; teacher explanation is often at the expense of student involvement and interaction. Explanation is seldom as memorable as other forms of presentation, such as demonstration. Such an approach encourages the belief that learning a language is simply a case of knowing the rules.

There are several *advantages and disadvantages* of inductive grammar learning. In short, when you use induction, you observe a number of specific instances and from them infer a general principle or concept. In general the *advantages of inductive approach* can be summarized as follow:

Rules learners discover for themselves are more likely to fit their existing mental structures than rules they have been presented with. This in turn will make the rules more meaningful, memorable, and serviceable. The mental effort involved ensures a greater degree of cognitive depth which, again, ensures greater memo ability. Students are more actively involved in the learning process, rather than being simply passive recipients: they are therefore likely to be more attentive and more motivated. It is an approach which favors pattern recognition and problem solving abilities which suggests that it is particularly suitable for learners who like this kind of challenge.

If the problem solving is done collaboratively, and in the target language, learners get the opportunity for extra language practice. Working things out for themselves prepares students for greater self-reliance and is therefore conducive to learner autonomy.

In general the *disadvantages of inductive* approach can be summarized as follow:

The time and energy spent in working out rules may mislead students into believing that rules are the objective of language learning, rather than a means. The time taken to work out a rule may be at the expense of time spent in putting the rule to some sort of productive practice.

Students may hypothesis the wrong rule, or their version of the rule may be either too broad or too narrow in its application: this is especially a danger where there is no overt testing of their hypotheses, either through practice examples, or by eliciting an explicit statement of the rule.

It can place heavy demands on teachers in planning a lesson. They need to select and organize the data carefully so as to guide learners to an accurate formulation of the rule, while also ensuring the data is intelligible. However carefully organized the data is, many language areas such as aspect and modality resist easy rule formulation.

An inductive approach frustrates students who, by dint of their personal learning style or their past learning experience (or both), would prefer simply to be told the rule.

► **As a teacher which one would you prefer to use in the classroom and why?**

In my personal note, both approaches are effective to use in teaching grammar, but the effectiveness depends mainly to three things: the teacher, the topic and the students. Grammar is multi-dimensional; it is a formal mechanism, a functional system from signaling meanings, or a dynamic resource which both users and learners call on in different ways at different times.

The main goal of grammar teaching is to enable learners to achieve linguistic competence; learners use grammar as a tool or resource for comprehension, and creation of oral and written discourse efficiently, effectively, and appropriately depending on the situation. Teaching grammar plays a central role in every English foreign language (EFL) teacher's classroom and has been the focus of language teachers and learners for many years. Also, functional grammar is not taught and practiced in the classroom. More importance is given to the teaching of English textbook and grammar is taught without adopting suitable method e.g. inductive method or deductive one.

Along this line, I teach English grammar by changing my teaching

methods and using different techniques of teaching. For example, I adopt the inductive method, but I use the Socratic, rule-discovery, bottom-up of teaching English grammar or deductive method and I use rule-driven, top-down instead.

I also use the process of experiential learning (learning-and-doing) whereby the students feel more important less passive, and do not get bored so easily during the lesson. Therefore, the inductive technique is also magnified in the learning by doing and can render great service to me who have problems with keeping my students disciplined, concentrated and occupied, as it partly obviates these problems.

Knowing that my students can work out the rules from examples by themselves greatly increases learners' motivation, makes them attentive, more actively involved in and confident and enthusiastic about the learning process rather than simply passive recipients, and at the same time contributes to its effectiveness.

Sometime I am also applied in my lesson the two approaches - deductive and inductive approaches. These two techniques encourage my students to compensate for the gap in their second language knowledge by using a variety of communication strategies. Inductive and deductive models can



offer a chance to my students to foster a cooperative atmosphere among them. Communicative classroom provides a better environment for second language learning than classrooms dominated by formal instruction so learning deductively and inductively is among the communicative approaches that encourage my students to communicate fluently.

In the final note, both deductive learning and inductive learning help my students articulate their mental processes. These approaches have proven to give my students the ability to rationalize what information is needed and, thereby, to make them conscious of the intent and content of the lessons that I have presented to them.

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