

DEDUCTIVE AND INDUCTIVE APPROACHES TO TEACHING GRAMMAR

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Abstract:

This article contains information about investigation of effectiveness of teaching English by using deductive and inductive approaches of teaching grammar. The investigation also attempts to see which of these two methods has a positive effect on the grammar academic achievement of the secondary school pupils, so it answers to the following questions: What are inductive and deductive approaches of teaching grammar? What advantages and disadvantages they have got? What is the effect of inductive method on grammar achievement compared to deductive method at secondary school? · What is the effect of inductive method on grammar achievement compared to deductive method at secondary school? To answer the questions of the study, the researcher has made research based on inductive and deductive methods for each level based on its syllabus.

The sample consists of 58 pupils. 30 pupils in the 6th grade and 28 pupils in the 11th grade. They are the pupils who study in specialized groups on English, at secondary school number 2 of Samarkand district. Firstly, pupils were divided into two groups. The pupils of the 1st group were selected and assigned to be taught by using inductive approach, when the pupils of the 2nd group were selected and assigned to be taught by using deductive approach.

The relevant pre-tests were prepared to the pupils of both groups just to make sure that the groups are equal at the time of starting the experiment. The researcher designed two grammar achievement tests as the instruments of this study. The instrument of each group consists of two achievement tests (pre-test and post-test). At the end of the treatment period, relevant post-tests were made to the pupils of both groups. The results of the study revealed that there were significant statistical differences among the grammar performance means of both groups at both levels due to inductive method.

Key words: Inductive method, Deductive method, elementary level, pre-intermediate level.

Introduction

To teach grammar is very important and it plays a significant role in every English foreign language classroom. And through teaching grammar, teacher aims to enable his students to be able to make progress in their 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 (Huang, 2005).

There are two main methods of teaching grammar: deductive method and inductive method. Both deductive and inductive teaching have their advantages and disadvantages and which approach language teachers use can depend on a number of factors, such as the preferences of the teacher and learners, characteristics of language which is going to be learnt, learners' age. However, perhaps, it is generally accepted that a combination of these two approaches is best suited for the EFL classroom.



What is inductive and deductive grammar teaching? What are advantages and disadvantages? Which is better?

In this article we will look through some principles of using these approaches. Inductive grammar teaching, as Trochim (2006) defines, is moving from the specific to the general, while deductive method is moving from general to the specific. If arguments are based on experience or observation, it is best to explain grammar inductively. When arguments are based on laws, rules, or other widely accepted principles, it is advised to teach grammar deductively.

Creswell and Plano Clark (2007) say that the deductive researcher "works from the 'top down', from a theory to hypotheses to data to add to or contradict the theory" (p.23). In contrast, they define the inductive researcher as someone who works from the "bottom-up, using the participants' views to build broader themes and generate a theory interconnecting the themes" (p. 23). And in my opinion the ideas of all mentioned scientists have the same meaning.

In some research works these two approaches are also known as quantitative (deductive) and qualitative (inductive) and they have been competing for over the years as Onwuegbuzie and Leech (2005) suggest. In quantitative method it is believed that teachers should separate themselves from the learners while qualitative teachers are aware that the relationship between them and their students is important in the understanding of the class.

Both approaches are commonplace in published materials. Some course books may have practices on one approach or the other as series style, whereas some may be more flexible and have both practices including both approaches according to what is taught. Most inductive learning presented in course books is guided. In other words, exercises and questions guide the learner to work out the grammar rule.

The methods may be different but the goals remain the same and both approaches have advantages and disadvantages.

The advantages of a deductive approach :

- It gets straight to the point, and so can be time-saving. Many rules – especially rules of form – can be simply and quickly explained and allow more time for practice and application.
- It is very suitable for the intelligence and maturity of many adult students, as well acknowledges the role of cognitive processes in language acquisition.
- It gives opportunity for the teacher to deal with language points as they come up, rather than having to prepare some materials in advance.

The disadvantages of a deductive grammar approach:

- Starting the lesson with a grammar presentation may be not understandable for some students, especially at young ages. They may not have sufficient language (language which is used to talk about grammar rules). They may not be able to understand the rules involved.
- Grammar explanation encourages a teacher-centered, transmission-style classroom; teacher explanation is often at higher position than students' involvement and interaction.
- Such an approach encourages the belief that learning a language is simply a case of knowing the rules.

The advantages of an inductive approach:

- Rules learners discover for themselves (student-centered) how to use, when to use some structures than rules they have been presented with. This makes the rules more meaningful, memorable and acquired.



- Students participate in the learning process more actively, rather than being simply passive listeners: therefore students are more attentive and more motivated.
- Students work things out for themselves and it prepares them for greater self reliance and autonomy.

The disadvantages of an inductive approach:

- Much time and energy are spent while working out rules with students.
- 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.
- It can demand teachers to work on 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.
- An inductive approach frustrates students who would prefer simply to be told the rule.

Methodological experiment.

Subjects of the Study:

The sample of the study was chosen from secondary specialized school number 2 of Samarkand district. They were divided into four experimental groups (two groups in the 6th grade and, two groups in the 11th grade, total 58 pupils). All groups were taught grammar (deductive and inductive methods) in schools by English teachers. Duration of teaching university students is about one month, five classes of forty five minutes at each class every week.

Instruments of the Study

To achieve the aims of the study, the researcher design the following instruments:

- A grammar achievement test for school pupils (as pre-post test& post-test)
- Inductive and deductive instructional program based on the syllabus of each level.

The tests:

For the purpose of the study two grammar achievement tests were used. Test questions were prepared for each level by the researcher to cover the Grammar at school levels. The general purpose of these instruments was to compare the achievements of the four groups on the pre and post-tests. The test of both levels measures the pupils' ability to:

- 1- Recognize the rules of tenses.
- 2- Recognize subject-verb agreement.
- 3- Make yes/no questions.
4. Make WH questions.
- 5- Make or form negative form.

Study Procedures:

This study was conducted during the third term (in February)of the academic year 2020-2021 at school . The following procedures were followed for the purpose of the study:

1. Choosing pupils (aged 11-12, and aged 16-17) to conduct the study.
2. Preparing the inductive and deductive programs which were taught to the experimental group.
3. Constructing the pre- / post-test.
4. Two teachers (almost similar in respect of educational qualifications, age) were selected.



5. Administrating pre-test to the four groups of the study to measure their grammar before applying the programs.
6. Post-testing the groups to measure their grammar.
7. Analyzing the obtained data.

Results of the study

After a month experiment, the results were the following among four groups (two groups in the 6th grade and two groups in the 11th grade). A 100-point system was used to assess students' knowledge

Table 1.

Result of achievement of pupils in the 6th grade on pre-test.

Method	Number of pupils	Number of questions	Given time	Result
Inductive	15	25	45 minutes	60%
Deductive	15	25	45 minutes	66%

The Table 1 shows that the result of the pre-test of both group are almost equal.

Table 2.

Result of achievement of pupils in the 6th grade on post-test.

Method	Number of pupils	Number of questions	Given time	Result
Inductive	15	25	45 minutes	93%
Deductive	15	25	45 minutes	80%

The Table 2 indicates that the result of post-test of both groups differs in favor of the group which was taught grammar inductively.

Result of achievement of pupils in the 11th grade on pre-test.

Table 3.

Method	Number of pupils	Number of questions	Given time	Result
Inductive	14	25	45 minutes	66%
Deductive	14	25	45 minutes	66%

The table 3 indicates that knowledge of the both groups are equivalent.

Table 4.

Result of achievement of pupils in the 11th grade on post-test.

Method	Number of pupils	Number of questions	Given time	Result
Inductive	14	25	45 minutes	80%
Deductive	14	25	45 minutes	73%

The table 4 shows that in these experimental groups also the higher result belongs to the group which was taught grammar using the inductive approach.

Conclusion

The expected findings of the study indicate that the experimental groups, primary and intermediate level (two in the 6th grade and two in the 11th grade) were the same at the time of starting the experiment and the teaching of English grammar through inductive approach plays a positive role in improving the academic achievement of the pupils studying English grammar in both levels.

It is necessary for teachers to vary their techniques and ways of teaching according to their pupils' interests and achievement levels with more emphasis on using the inductive way of teaching grammar.

Teachers and instructors are encouraged to participate in different intensive training courses in order to be aware of various modern methods of teaching English language. They also should apply modern ways of teaching in their classes since this is one of the aims of the Ministry of Public Education.

Researchers should conduct other studies in order to obtain a more comprehensive idea about which way of teaching is more influential in teaching grammar.

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