INDUCTIVE AND DEDUCTIVE WAYS IN TEACHING GRAMMAR OF ESL LEARNERS

Urinova Shohsanamxon Nosirjon qizi
Teacher National University of Uzbekistan named after Mirzo Ulugbek

Abstract

It has been debated upon for a long time the ways of teaching grammar regarding effectiveness. It is clear that ESL learners were taught English grammar in deductive way where the rules were provided first with detailed examples and then students were encouraged to practice what they have learnt through exercises. Was that really effective? Or should we replace this grammar teaching approach to the inductive one. The article aims at identifying two different methods in teaching English grammar for ESL students. To be more clear, the paper is intended to define advantages and disadvantages of both approaches and suggest the most effective one in modern English classrooms.

Аннотация

Долгое время обсуждались способы обучения грамматике с точки зрения эффективности. Ясно, что изучающих ESL обучали английской грамматике дедуктивным способом, когда правила сначала были снабжены подробными примерами, а затем студентов поощряли практиковать то, что они узнали, с помощью упражнений. Это было действительно эффективно? Или мы должны заменить этот подход к обучению грамматике на индуктивный. Статья направлена на выявление двух разных методов обучения английской грамматике для студентов ESL. Чтобы быть более ясным, статья предназначена для того, чтобы определить преимущества и недостатки обоих подходов и предложить наиболее эффективный в современных классах английского языка.

Antract

Grammatikani o'qitishning samarali usullari haqida uzoq vaqtdan beri bahs-munozaralar mavjud. Ko'rinib turibdiki, ESL o'quvchilariga ingliz tili grammatikasini deduktiv usulda o'rgatishgan, bunda qoidalar avvaliga batafsil misollar bilan ta'minlangan, so'ngra o'quvchilar mashqlar orqali o'rganganlarini amalda qo'llashga da'vat etilgan. Bu haqiqatan ham samarali bo'lganmi? Yoki grammatikani o'rgatishning ushbu yondashuvini induktiv usulga almashtiramiz. Maqola ESL talabalari uchun ingliz tili grammatikasini o'rgatishning ikki xil usulini aniqlashga qaratilgan. Aniqroq bo'lishi uchun, maqola ikkala yondashuvning afzalliklari va

kamchiliklarini aniqlashga va zamonaviy ingliz tili darslarida eng samaralisini taklif qilishga mo'ljallangan.

Keywords: Inductive approach, deductive approach, explicit learning, implicitly, induce the meaning, particulars, generals, specifics, teacher-centered, student-centered, pattern recognition, problem-solving skills.

Introduction

The issue of grammar method and instruction have always been at the cornerstone of language teaching studies and proceeds to discussed for according to the effectiveness (Brown, 2000). More clearly, what helps language users to bond together clusters of words in an oral and written manner that is both correct and meaningful is grammar, undoubtedly (Thornbury, 1999). Despite the fact that many researchers have agreed on the importance of grammar, they represent contrastingly different views about how it should be taught in language classrooms. A crucial point regarding grammar instruction is that of deductive and inductive approach. The former involves providing learners with a specific rule related to the topic and subsequently encouraging them to apply these rules to generate meaningful examples of the structure (Thornbury, 1999). Inductive teaching methods, by contrast, represent completely different instruction and it is more indirective way of teaching by providing language students with real-life examples of a particular structure and motivating them to analyze what they have learnt so that that they will be able to notice the similarities between the various examples and infer the underlying structure on their own without direct instructions. (Ellis, 2010). In essence, a deductive methods of teaching is from rules to examples, whereas in the case of inductive approach, the technique is reverse (Gollin, 1998). In general, inductive techniques seem to be far more natural than previous one (DeKeyser, 2005), while deductive methods mostly entail raising learners' consciousness of a particular feature (Ellis, 2010).

Deductive Method

Widodo (2006) says that the deductive method chooses a way from general to specific. That means rules, principles, concepts or theories are provided first, and then their application is required. In this method, learners study grammar rules before applying the rules in doing exercises. That means the learners go from the general to the specific while studying grammar rules (Fortune, 1992). Krumboltz and Yabroff (1965) stated deduction gives the generalizations to the students, then they are encouraged

to deduce specific applications; whereas, deductive method according to Schmidt (1990), has comprised explicit awareness. It means learning with intention and awareness. Erlam (2003) defines the deductive method as a process that goes from general to specific. The learners are faced to the general use, and then they apply the rule to particular instances of language use. And this method is most similliar with the Grammar-Translation approach (Gollin, 1998). This approach, according to Brinton, Celce-Murcia and Snow (2014) was the most common as a way to teach Latin and other languages. The Deductive method is very close to conscious learning. This method puts a great emphasis on error correction and presentation of explicit rules. The deductive method is most popular among adult learners. The teacher in this method explains the rule explicitly to learners, and they are ready to deal with exercises given (Krashen, 2002). As in inductive method, the deductive method has its own benifits and drawbacks, according to Widodo (2006), which are given below.

Advantages and disadvantages of the deductive method
Advantages
1) The Deductive approach represents straight forwardly the point and can, therefore, be seen as time-savior. 2) The teacher can explain a number of rule aspects (for example, form) more simply and clearly than elicited from examples. 3) Students can understand the topic in much easier way with the help of immediate given examples and practice. 4) The deductive approach is more suitable for young adults who need to learn intensively in a short period of time. 5) It meets many learners' expectations about classroom learning, particularly for those who acquire an analytical style.

Disadvantages
1) Commencing the lesson with a grammar presentation may be less engaging for some Learners, especially younger ones. 2) Younger learners may face difficulties regarding the concepts or grammar terminology given. 3) Grammar explanation encourages a teacher-centered class, transmission-style classroom, so it brings about less involvement of learners. 4. The explanation is rarely as memorable as other forms of presentation (for example, demonstration). 5. The deductive approach represents the belief that learning a language is simply knowing the rule related to the grammar.

Inductive Method
Contrastingly, Inductive approach comes from inductive reasoning, proceeds from specifics which are observations, measurements and data, to generalities which are rules, laws, concepts and theories (Widodo, 2006). According to Nunan (2003),

Inductive is presenting the learners with examples of language and, through a process of guided discovery, get the learners to discover the principle or rule for themselves. This method is most similar with the Audio-lingual Approach in teaching languages (Gollin, 1998). This approach, according to Brinton, Celce-Murcia and Snow (2014) was driven from the reform movement. Some features of this approach are: a) Lessons start with dialogues. b) Grammatical structures are sequenced and rules are taught inductively. c) Skills are sequenced. d) A great effort is made to prevent learner errors. e) Vocabulary is severely controlled and presented in the initial stages (Brinton, Celce- Murcia & Snow, 2014). Inductive, according to Celec-Murcia and McIntosh (1979), presents examples by which the learner induces the relevant second language rule by themselves without direct explanation. In the audio-lingual approach, inductive is dominant although the learner is never required to state the rule. Hulstijn (2005) says that students see the structure in examples where it is naturally used, which later leads to an explicit definition of the grammar rule. In 1942, Gullette, Keating and Viens agreed that the presentation of new material should be stated inductively whenever possible. Also psychologists agree that material which is learned through long use is much retainable than that which is memorized. Inductive analysis of sentences will present variants of the already familiar material, and this will help students to pay closer attention and force them to work out new principles for themselves. Inductive method requires from learners to participate in the lessons much more actively. This method encourages learners to improve their mental set of strategies for dealing with tasks. This method tries to highlight grammatical rules implicitly where the learners are encouraged to conclude the rules given by the teacher (Widodo, 2006). Schmidt (1990) says that inductive method has involved implicit awareness. That means learning without intention or awareness. The inductive method, according to Widodo (2006), has some advantages and disadvantages which are in the followings:

Advantages and Disadvantages of the Inductive Method:
Advantages
1) Learners are trained to discover the rule themselves; this could lead to learning autonomy and self-reliance. 2) Learners' greater degree of cognitive depth is "exploited." 3) The learners attend more actively in the learning process, rather than being simply passive recipients. 4) The approach enhances learners' pattern-recognition and problem-solving abilities, in which particular learners are engaged in this challenge. 5) If the problem-solving is done in a group or pair-work, learners get an opportunity for extra language practice.

Disadvantages

1) The approach is different from the previous one due to being time and energy–consuming, then it leads learners to have the appropriate concept of the rule. 2) The concepts given implicitly may lead the learners to induce the wrong concepts of the rule taught. 3) The approach puts an emphasis on teachers in planning a lesson. 4) It makes the teacher to design data or materials taught carefully and systematically. 5) The approach may suffer the learners with their personal learning styles, or their past learning experience (or both) would prefer simply to be told the rule.

Suggestions

There are different ways of making grammar lessons more engaging with different activities in modern English classrooms indirectly. Some examples will be given below in terms of inductive approach

1.Singing Song. Music enables your ESL students learn English better. Try using songs to teach grammar. Song Resource examples

a)Simple present "Don't Give Up" – Bruno Mars "I Say a Little Prayer for You" – Aretha Franklin

b)Simple past "The Song of Silence" – Simon and Garfunkel "Because You Loved Me" – Celine Dion

"Roar" – Katy Perry "Seasons in the Sun" – Terry Jacks

c)Modal verbs "Haven't Met You Yet" – Michael Buble "Baby One More Time" – Britney Spears

"Hero" – Enrique Iglesias Various "The Best" – Tina Turner

d) (Comparatives and superlatives) "Michael Learns to Rock" – Take Me to Your Heart (Adjectives) "Unbreak My Heart" – Toni Braxton (Prefixes) "Way Back into Love" – Hugh Grant & Haley Bennett (Present perfect)

Aside from a karaoke session, pose questions about the song they have just sung to get your students talking. Discuss the main theme and the target grammar points.

2. Watching Movies

You can turn a movie class into an educational and enjoyable class with inbuilt quizzes, flashcards and other smart learning systems.

Movie Resources. Below are two links to sites with full movie transcripts.

a) ~~Go into the Story~~ — Click on the movie poster, and a PDF document of the full script will open in a new tab.

b) Simply Scripts — This is a database of listings pulled from a variety of movie script sites. So when you click on the movie name, it will take you to a different site, wherever

the script is hosted. To watch the actual movies, you can borrow a DVD from your school library, purchase one on Amazon or access the movie through a paid streaming site online, such as Netflix or Hulu.

3. Short Stories
Short Story Resources

a)Rong Chang — This website has a huge collection of short narratives for beginners. The stories are varied and each comes with an audio component and a script.

b)Agenda a Web — This website contains a good-sized collection of stories suitable for intermediate students. The short stories are read at a slow pace that's easy for ESL students to follow.

c)Many Things — This website features short stories from the classics. The stories come with MP3 audio and a script. These stories are suitable for advanced students and they're read at a slow pace.

4. Cartoons

Most of us love cartoons, as they take us back to our childhood or teen years. Cartoons evoke fun and they're easy to read, which is why they also make a great grammar teaching resource. Bring them into the classroom and see your students' faces light up.

Cartoon Resources

a)Toonut.com — This website contains worksheets suitable for a speaking activity. Each topic comes with duplicate comic strips. One of them is original and the other has blank speech bubbles.

b)Make Beliefs Comix — This is a very user-friendly comic creator platform. Students can create their own comics, choose their own characters and print or email their completed work.

c)Read Write Think — This is a very simple black and white comic strip maker. Comics can be created quickly using this platform. Students get to choose the number of boxes, character, speech bubbles and objects in building their own comic strip.

Conclusion

As we discussed above two approaches to teaching grammar, we tried to analyze both benefits and drawbacks of them in terms of effectiveness. The expected analyses of deductive and inductive approaches by scholars shows that it would be better if we could find a way where we can integrate both approaches as we cannot overlook deductive instruction because of inductive one or vice-versa. On the one hand,

deductive approach has been tested for so many years. Even if it involves only teacher-centered instructions, in some cases it worked well in terms of time, cost and energy despite some drawbacks. On the other hand, students are required to be able to use what they have learnt explicitly, applying what they have gained into real-life situations rather than just studying the rules. In that case, inductive approach comes handy. Drawing conclusions from all analyzed and investigated results, I would recommend instructors to focus on age, learner needs and opportunities before choosing one of them as both of them have plus and minus points. It would be better if they make use of advantages of both instructions and try to avoid or eliminated minuses in both cases.

References

1. Brown, H. D. (2000). Principles of Language Learning and Teaching (4th ed.). New York: Pearson EducationCompany.
2. Brinton, D. M., Celce- Murcia, M. & Snow, M. A. (2014). Teaching English as a second or foreign language. 4th
3. DeKeyser, R. M. (2005). What Makes Second-Language Grammar Difficult? A Review of Issues. Language Learning,55(1), 1-25.
4. Ellis, R. (2010). Does Explicit Grammar Instruction Work?. Ninjal Project Review, 2, 3-22
5. Gollin, J. (1998). Deductive vs. inductive language learning. ELT Journal, 52, 8
6. Gullette, C. C. & Keating, C. & Viens, C. (1942). Teaching a Modern Language. New York: F. S. Crofts.
7. Hulstijn, J. H. (2005). Theoretical and empirical issues in the study of implicit and explicit second-language learning. Studies in Second Language Acquisition, 27, 129-140. Retrieved fromhttp:// journals. cambridge.org/ action/display Abstract? fromPage=online&aid=304120&fileId=S027226310
8. Krashen, S. (2002). Second language acquisition and second language learning (1st internet ed). Retrieved from http://www.sdkrashen.com/SL- Acquisition-and - Learning
9. Krumboltz, J. D. & Yabroff, W. W. (1965). The comparative effects of inductive and deductive sequences in programmed instruction. American Educational Research Journal, 2(4), 223-235. Retrieved from www.cambridge dictionaries online
10. Nunan, D. (2003). Practical English Language Teaching. 1sted America: New York: McGraw-Hill companies.

11. Schmidt, R. (1990). The role of consciousness in second language learning. Applied Linguistics, 11, 129-158. Retrieved from http://applij.oxfordjournals.org/content/11/2/129.abstract

12. Thornbury, S. (1999). How to Teach Grammar. Harlow: Longman

13. Widodo, H. P. (2006). Approaches and procedures for teaching grammar. English Teaching: Practice and

14. Widodo, H. (2004). Kemampuan mahasiswa Bahasa Inggris dalam menganalisis kalimat bahasa Inggris.

15. ©Rhttps://www.semanticscholar.org/paper/THE-EFFECT-OF-INDUCTIVE-VS-DEDUCTIVE- INSTRUCTIONAL Chalipa/ 0dfc 25f844160959954 fa762d 31bd51a1073ca27esearch Institute for Progression of Knowledge www.ripknet.org