



## **INDUCTIVE AND DEDUCTIVE APPROACHES IN TEACHING GRAMMAR**

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### **Abstract**

Giving instruction in a language class, particularly a grammar class, may be a difficult and contentious topic in an EFL environment for non-native speaker (NNS) teachers owing to a lack of approach or strategy implementation and the language difficulty encountered throughout the teaching and learning process. The major goal of this article is to give some insight for instructors while conducting or instructing on English grammar instruction. It also emphasizes that mixing deductive and inductive techniques to education might be advantageous for instructors or faculties teaching English grammar in an EFL context. As a result, they must vary their tactics, whether they are extensive or intensive, as indicated by Hinkel (2006), which may be one of the techniques that may be considered and utilized in order to make grammar instruction more successful and efficient.

**Keywords:** Deductive and inductive techniques, the context of EFL.

### **Introduction**

Teaching grammar to English as a Foreign Language (EFL) learners has long been a topic of discussion among language teachers. In the context of EFL, learners may encounter a variety of issues, such as difficult language regulations and incorrect strategy execution. As a result, it is possible that the ways to teaching grammar are being challenged. Every language has its own set of rules or grammar. According to Thornbury (1999, p. 1), "grammar is partially the study of what forms (or structures) are conceivable in a language." Thus, grammar is a description of the rules that control how sentences are generated in a language." According to Harmer (1987, p. 1), grammar is "what happens to words when they become plural or negative, or what word order is utilized when we create questions or link two clauses to produce one phrase." Previously, the teaching of grammar was regarded as the most prominent technique, and it may have referred to the teaching of a foreign language (cf. Rutherford, 1987) before it was replaced by a more communicative technique, such as





Communicative Language Teaching (CLT), as the most recommended technique to be used recently. According to Richards (2001), "Communicative Language Teaching (CLT) is a wide approach to education that evolved from emphasizing on communication as the organizing principle for teaching rather than knowledge of the language's grammatical structure" (p. 36). On the other hand, when a teacher or language instructor delivers instruction or conducts his teaching, a variety of issues may arise, such as issues with the students' language ability and the approaches or strategies employed. Regarding the students' language competency, the teacher or language instructor should recognize if his pupils are beginners – with extremely little language skills, intermediate – with greater grammatical understanding, or advanced – with students' comprehension primarily at a high level. As a result, the instruction given can be successful. In terms of approaches or strategies, the teacher or language instructor is expected to not only improve the character of the students but also to impart the information. However, whether they teach English or provide education on a subject, it may provide its own set of difficulties for individuals who are not natural English speakers, let alone those who see English as a foreign language (EFL). As a result, they should grasp a variety of tactics or strategies for dealing with instructions while teaching language skills, even when imparting instruction may occur concurrently with the teaching itself. Furthermore, in order to alter the content being given, they must vary the instruction or strategies such as repetition or drilling, role play, memorizing dialogues, and so on in their teaching in order for the students' comprehension to be more comprehensible. As a result, in order to be successful in his teaching, teachers or language instructors must not only have the knowledge but also the capacity to educate his subject (strategies) in such a manner that the material being transmitted or taught is well comprehended by the learners. He or she should alter his or her teaching tactics or strategies and provide clear instructions in whatever setting or situation that the instructor may face. He should also make the teaching instruction more appealing and enjoyable – thus excellent teaching may be at his/her disposal for conquering challenging situations faced. Such activity may also contribute to good teaching, as Richards (2001) shown that effective teaching may involve a variety of factors, including: 1) Institution - a school's organizational culture refers to the ethos and atmosphere that exist inside the institution. 2) Teachers – individuals who set the stage for outstanding instruction and determine a program's success. 3) The Teaching Process - the teaching procedures that take place inside a program and include teaching model concepts, sustaining effective teaching, and assessing teaching. 4) The learning process - a goal that teachers must consider while





designing and delivering lessons. It includes course comprehension, learning perspectives, learning styles, motivation, and assistance.

## **DEDUCTIVE AND INDUCTIVE METHODS**

Grammar instruction is said to have shifted from a deductive to an inductive method in recent years. This occurs because when students are taught using a logical method, they pay less attention to language understanding and more attention to grammatical rules. It is considerably more traditional because the teacher's function is simply to focus on the rules at first and then move on to examples at the end. In the inductive method, pupils are more engaged since they are also taught to grammatical rules at the same time. Grammar teaching, on the other hand, seeks to assist pupils in discovering the rules for themselves via the use of examples. According to Rutherford and Smith (1988), although both techniques are distinct in teaching grammar, instructors favoured inductive teaching since the focus is more on students – student centered. Apart from the debate about the optimal technique to use in the teaching of grammar. As explicitly defined by Adamson (2009), the following notion is exactly taken and demonstrates the advantages and disadvantages of deductive and inductive approaches:

### **Advantages of a Deductive Approach**

- It goes to the point, which saves time. Many principles, particularly rules of form, may be conveyed more simply and swiftly than through examples. This will give you more time to practice and apply your skills.
- It recognizes the relevance of cognitive processes in language acquisition and respects the intellect and maturity of many students, particularly adult students.
- It validates many students' expectations about classroom learning, particularly for those with an analytical learning style.
- It enables the instructor to deal with linguistic points as they arise, rather than anticipating and preparing for them in advance.

### **Disadvantages of a Deductive Approach**

- Starting the session with a grammatical presentation may be unappealing to some pupils, particularly younger ones. They may lack appropriate metalanguage (language used to discuss language, such as grammatical terminology). Or they may be unable to comprehend the principles required.





Why Grammar explanation promotes a teacher-led, transmission-style classroom; teacher explanation frequently comes at the price of student participation and engagement.

- Unlike other modes of presenting, such as demonstration, explanation is rarely as memorable. Such an approach fosters the misconception that learning a language is merely a matter of understanding the rules.

Advantages of inductive approach:

- Rules discovered by learners are more likely to match their current mental structures than rules offered to them. As a result, the rules will be more meaningful, remembered, and useful.
- The mental effort required assures higher cognitive depth, which, in turn, ensures better memorability.
- Students are more actively involved in the learning process rather than being passive recipients: they are more likely to be attentive and motivated as a result.
- It is a technique that favors pattern identification and problem-solving abilities, implying that it is especially suited to learners who enjoy this type of challenge.
- When problem-solving is done collaboratively and in the target language, learners gain additional language practice.
- Making their own decisions prepares pupils for increased self-reliance and, as a result, promotes learner autonomy.

Disadvantages of an inductive approach include:

- The time and energy spent developing rules may lead children to believe that rules are the goal of language acquisition rather than a means to an end.
- The effort spent figuring out a rule may come at the price of time spent putting the rule into action.
- Students may hypothesize the incorrect rule, or their application of the rule may be either too wide or too narrow: this is especially dangerous when there is no overt assessment of their hypotheses, either through practice examples or by eliciting an explicit declaration of the rule.
- It may put a lot of pressure on instructors when it comes to lesson planning. They must carefully pick and organize the data in order to help learners to an accurate formulation of the rule while also ensuring the data is understandable. Regardless of how well the data is organized, certain language regions, such as aspect and modality, resist simple rule formulation.
- An inductive method frustrates pupils who, due to their particular learning style or prior learning experience (or both), would rather be given the rule.





Finally, the teacher or language instructor can employ the aforementioned technique alternately to ensure that training is successful and efficient. Ellis (2006) also sought to discover some approaches for grammar training as one of her study issues. They are as follows: 1) Should grammar teaching be mass-produced or disseminated? 2) Is it better to give intense or extensive grammatical instruction? She goes on to say that whether grammar education is "massed or scattered," it should be considered and focused on whether the "available teaching time" needs to be shorter or longer. When grammar training is intensive or extensive, it should cover only one (or a few) grammatical structures in a single lesson (p. 84). Furthermore, Spada and Lightbown (1999) indicate that, even if the learners are not ready to master the patterns of the target language, thorough grammar training may assist them to use the structure they have been taught and obtained to be more precise. As a result, in rigorous grammar education, this may help learners progress by immersing them in the process of mastering the structure.

## Conclusion

There is a tendency to enhance success in teaching learning deductively and inductively by picking the appropriate strategy based on student profile and teaching settings (see, Brown, 1987). Aside from which methodologies should be used in the teaching of grammar, the instructor should consider if his purpose is to help the students comprehend the rules of the language or to assist the students in discovering the rules themselves, which is now more favored and more student-centered. Furthermore, proper preparation is one of the actions that must be done by the instructor before teaching in order to succeed in teaching grammar, without forgetting other parts of teaching techniques.

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