# TEACHING GRAMMAR; WHICH METHOD TO CHOOSE? INDUCTIVE OR DEDUCTIVE METHOD

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**I. Abstract:** *Learning english has become an essential language that opens all gates to the world. In teaching language divided into speaking, listening, writing and reaing activities both grammar and lexicons are taught explicitly. So, teaching grammar also has its difficulties, as if students understand how to make up the sentence by using proper structures. Teaching methods are also different; inductive and deducttive approaches are the opposite approaches but most widely used one is deductive method. This discussion paper gives broad definition and view to inductive and deductive approaches in teaching grammmar. Furthermore by providing scientific researches, I discuss which method should be used and which one is preferred to utilization by the instructors.*

**Keywords:** *deductive, inductive, method, teaching grammar.*

## II. Introduction

English has four parts respectively and they are reading, listening, speaking and writing, in addition while teaching tecahers start with teaching lexicon and the grammatical structures and rules. Grammatical rules and structures help students to understand how the sentences are formed and how to use the language in their speech. However, it is an controversial and challenging issue to teach inductively or deductively.

Deductive approach is mostly used approach in our days however it was used during centuries and new generation which is called z- generation does not like theories and rules nowadays, they believe that learning, memorizing is not essential and they have access to all information through Google and social network, 24 hours. And this is somehow not suitable to use deductive method.

Inductive method is preferred these days by many teachers but only few instructors utilize this method correctly. While teaching inductively teachers make students think and make a small exploration in each lesson and through these attempts students understand and find out more about the topic and rapport between teaches and students and among students arise positively.

While studying the effect of these methods it was found by Negahdaripour and Amirghassemi that the group which was taught by inductive approach outperformed deductively taught group, and that these approaches can give results mostly in teaching grammar as no important varieties were found between inductively and deductively taught group in terms of oral fluency (2016, cited in Corre and et. Al, 2019).

Furthermore, utilising deduction or induction in teaching grammar and its advantages and disadvantages are discussed widely, some agree ot utilise inductive method and believe that this is the way to increase conscious learning, however to comprehend and find out the

rule students should practice many tasks and examples of structures, until it becomes automatic and formed a habit of doing the same task (Sika,2015).

Krashen argues than  teachers should give clear explanation and practice students till students internalize the rule (1982, cited in Sika, 2015). Additionally, Nunan also states that students understand correctly when they understand the rule clearly and practice moro (1991).

Aforementioned are the teachers' and scholars beliefs, but to find out which mehod to use students' belief also should be studied and took into account. This article dicscusses this kind of problematic ways in selecting the teaching method in language acquisition.

### III.  Theoretical framework

Enlish learners have different preferences of learning methods and deductive approach is applied and preferred by a group of people, while another people prefer and utilise inductive method. Therefore, it is controversial to select one approach or stick to that approach only in teaching English. The aim of this review was looking through the researches and compare these two methods and go deeper in the usage of the deductive and inductive approaches in teaching grammar to EFL learners

### Deductive approach

Mallia (2014) notes that deductive teaching is "the usage of metalinguistic information presented explicitly by the teacher to the students onset of the lesson",  and generally saying deductive approach in teaching is that when teacher explains to students grammatical rules, speicifc linguistic rules, how the structure of the sentences are formed and demonstrating the utilisation of rules by giving examples from grammar. This approach is widely used and considered as traditional method of teaching. This approach is preferred as students learn the language step by step in daily basis and focus is payed to the forms of the grammar ( however focus on form method is preferred by many scholars today). This approach is similar with the PPP instruction as stated by Harmer ( 2007, cited in Mallia, 2014). PPP method is he approach abbreviated firm letters of words Present, Practice, Produce and students are taught by teachers some structures, the they practice it and teachers ask to make up similar sentences in production part of the method.

Mallia to find out the preferences of studens in Malta  provided a survey of studnts and according to that questionnaire by 78 per cent of students preferred deductive approach when teachers explained the rules and that give some example and 16 percent of learners preferred deductive approach without the examples to the topic.generally 94 percent of students preferred this approach (2014).another study was provided by Wardani & Kusuma (2020) 3 observers keep an eye in teaching method of teahers in classes and all of them preferred deductive mehod and steted thet dlearning with deductive approach seemed more active and studnts activities were more prominent than inductive class learners. Rosyad concluded through his study that the traditional method in tecahing and learning practice is deductive , with the presentation of rules and basic principles (2019).

According to Machila, Sompa and Muleya (2018) teachers beliefs in teaching is created by the attitude of students as when they were asked which approach they use their answer was

that "when the students tend to be active and sociable , I use inductive approach, but with less active and shy learners I prefer to use deductive method". As you can see that teachers beliefs are formed according to students actions and temperament of students. In point of this issue I disagree and less motivated students should be raised and encoureged by teachers.

Inductive approach.

While learning inductively students are required to be active and give much effort in learning as the language is not learned by rules and teachers provide attentionaly selected materials and students must guess which rule is going to be formed by analysing the structures of the sentences. According to Prince and Felder (2007) a better way of motivating students is teaching grammar through inductive method, where teachers begin with presenting a specific challenge and case study to students to analuse and the rules and linguistic issues of grammar. Many scholars believe that this approach opens deep learning approach to learn the language and students try to think analyze the linguistic forms by comprehension and usage of the rules.

In inductive teahing teachers challenges situation and students by explorations try to fing the rules af the grammar. And there are many inductive teaching methods, which are provided by Prince and Felder (2007) ;

1. Inquiry-based learning; in this learning type students should find the answer to teachers question or find out the answer to the challenge, which was given by the teacher. In this method students fully use their inttelectual skills to find out the asked answer.

2. Discovery learning; students should work individually mostly and find the solution to the challenge. And in the end teacher gives positive feedback to students .

3. Problem-based learning - usually worked in the team and students try to find,discuss and give clear explanations to their solution to re-world problem or ill-structured open- ended problem.

4. Project-based learning;this method requires from students to produce something, as such as product desigh, computer code . this method is considered between problem-besed and inquiry based lerning as it is difficult to produce and analyze their results and present the learned item.

5. Case-based teaching; in this type of method students learn historical and hypothetical cases and practice them. As this method is time –consuming project-besed learning is preferred.

6. Just-in-time teaching; in this method teacher should prepare questions related to the topic and before the class starts students solve it and the teacher understand what problems have his/her students.

Wardani and Kusuma (2020)studied the effectiveness of both inductive and eductive approacherin triangulation analysis and it was revealed that inductive teaching is effectively used in observational and experimantal issues and deductive in chemistry and Materials. In deductive teaching the attention of students and teaching method is teacher-centred, which requires from students long time of concentration. According to Machila's and et al. (2018) study teachers in the University of Zambia preferred inductive teaching method while some teacher did not know about these two methods and did not used them during the lesson. The

study in Ecuador demonstrates a slight advantage of inductive method in teaching high school students grammatical rules and structures ( Correa et al., 2019). However deductive teaching method showed a successful academic results in Turkey, while teaching 190 universities students (Sika,2015).

## IV. Conclusion

All in all, both deductive and inductive methods are utilized by teachers. However inductive method is preferred to use in secondary schools and deductive teaching is preferred by adult learners in different countries. Dedcutive approach mostly organised in PPP method, whereas inductive approach has many methods to use as; inquiry based-learning, problem-based learnind, project- based learning, discovery leearning, case- based teaching and just-in-time teachng methods.

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