TEACHING GRAMMAR THROUGH DEDUCTIVE AND INDUCTIVE INSTRUCTIONS

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Abstract: An approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn. There is a difference between approach and method. An approach is a way of dealing with something or somebody. A method is the process used or the steps taken to deal with an issue or a person.

Key words: deductive, inductive, approach, method, classroom activities in teaching grammar.

Аннотация: Yondashuv - bu o'qitish va o'rganishga qarash usuli. Til o'rgatishning har qanday yondashuvi zamirida til nima ekanligi va uni qanday o'rganish mumkinligi haqidagi nazariy qarashlar yotadi. Yondashuv o'quvchilarga o'rganishga yordam berish uchun sinf faoliyati yoki texnikasidan foydalanadigan usullarni, biror narsani o'rgatish usulini keltirib chiqaradi. Yondashuv va usul o'rtasida farq bor. Yondashuv - bu biror narsa yoki kimgadir munosabatda bo'lish usuli. Usul - bu muammo yoki shaxsni hal qilish uchun ishlatiladigan jarayon yoki qadamlar.

Kalit so'zlar: grammatika o'qitishda deduktiv, induktiv, yondashuv, metod, sinf faoliyati.

Аннотации: Подход - это взгляд на преподавание и обучение. В основе любого подхода к преподаванию языка лежит теоретическое представление о том, что такое язык и как его можно выучить. Подход порождает методы, способ обучения чему-либо, в которых используются занятия в классе или методы, помогающие учащимся учиться. Есть разница между подходом и методом. Подход - это способ иметь дело с чем-то или кем-то. Метод - это используемый процесс или шаги, предпринятые для решения проблемы или человека.

Ключевые слова: дедуктивная, индуктивная, подход, метод, аудиторная деятельность в обучении грамматике.

In the case of grammar teaching there two main approaches. These are deductive approach and inductive approach Deductive instruction is generally referred to as the traditional teaching approach, in which the teacher is the authority, the lecturer and the source of information while students are passive recipient. Inductive instruction emerged from inductive reasoning, cognitive development and constructivist epistemology. The deductive approach of teaching grammar refers to the style of teaching students by introducing the grammatical rules first, and then applying them by the students.

This means that a teacher works from the more general to the more specific in a deductive approach called informally a "top down" approach. In the deductive approach a grammatical rule is first presented explicitly by the teacher and examples applying the rule will follow. Next the students practice the rule with various kinds of exercises, for example drills and translation into and out of the

target language. That is to say, that it moves from general to more specific information.[1] In order to understand the teaching of grammar, the most useful and effective methods are the inductive and deductive approaches. Both approaches can be basically differentiated through the lesson procedures, learner roles, teacher roles and usage of meta-language in the teaching process. Inductive teaching is based on the bottom-up theory which accepts the view that language learners tend to focus on parts rather than the whole.

The deductive approach is also often compared with other more traditional methods of grammar teaching. It aims at teaching various grammatical rules one at a time through presentation and explanation by the teacher. Moreover, it is seen to facilitate the learners' acquisition by making learners notice structures that they might not otherwise have noticed.[2]

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. For instance, these principles are convenient for the classes that grammar translation method is applied .[3] 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.

Applying deductive or inductive approach while teaching grammar depends on student variety in the classroom. All learners are different and they learn in different ways. For instance their needs, ages, backgrounds and levels are the factors that are taken into consideration by the teacher for choosing suitable teaching strategy.

Adult learners are tend to deal with the rules when they use target language since their mentality is able to think abstract items. Deductive teaching is more appropriate for adult learners and meet their expectations as they give more importance to rules when they use the language so presentation of grammar rules firstly is more useful for them. On the other hand young learners are successful in exploring grammar structures from the examples rather than learning them deductively since they are more likely to learn by doing because grammar rules are complex and abstract for them.[4]

The inductive approach refers to the style of introducing language context containing the target rules where students can induce such rules through the context and practical examples. In other words, the sequence in this approach goes from creating a situation and giving examples to the generalization where students should discover such generalization by themselves or with the teacher's help, with an inductive approach, teachers show their students a series of examples and non-examples, then guide them toward noticing a pattern and coming up with the generalization or concept rule.

The inductive approach, in its turn, moves from specific to general. The learners are first shown many examples that contain a certain grammatical structure in different contexts and they have to work

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[1] Decoo, W. 1996. The induction-deduction opposition: Ambiguities and complexities of the didactic reality. IRAL – International Review of Applied Linguistics in Language Teaching, 34(2), 95-118

[2] Ellis, R. (1999). Input-based approaches to teaching grammar: A review of classroom oriented research. Annual Review of Applied Linguistics, 19, 64-80.

[3] Ellis, R. (1999). Input-based approaches to teaching grammar: A review of classroom oriented research. Annual Review of Applied Linguistics, 19, 64-80.

[4] Brown, H. D. (1994) Teaching by Principles: An Interactive Approach to   Language Pedagogy. Englewood Cliffs : Prentice Hall Regents 15, 85-90

out the rules by themselves. Next the learners apply the rules with various exercises and in different contexts to learn how they actually work in real language use. [5]

In the past grammar, teaching was seen as the fundamental goal in foreign language classrooms. It was taught to produce correct sentences both written and orally. It was presented directly in text books so that the learners obtained the rules of language first. This type of teaching approach is called deductive teaching which was applied mostly in grammar translation method. However, grammar teaching approaches have been largely changed from deductive to inductive, because when pupils are taught in a deductive approach their attention is directed to grammar the rules rather than understanding the language. In an inductive teaching, learners are taught grammar rules as well. However, the aim is allow students to discover the rules themselves from the provided examples.

Regarding this, deductive teaching is more suitable for adult learners and meets their expectations as they give more priority to rules when they use the language so the presentation of grammar rules first is more useful for them. On the other hand, young learners pay more attention to exploring grammatical structures from the examples rather than learning them deductively since they are more likely to learn by doing because grammar rules are complex and abstract for them ". [6]

Grammar is partly the study of what forms (or structures) are possible in a language. Thus, grammar is a description of the rules that govern how a language's sentences are formed". Grammar by saying "The grammar of a language is what happens to words when they become plural or negative, or what word order is used when we make questions or join two clauses to make one sentence." [7]

The term inductive is most useful when a child learns its first language through exposure to the language in use. The inductive method should be used when teaching relatively simple grammatical structures because the method is too difficult. Neither of the techniques was found to be more practical with simple grammatical structures, but the deductive approach is said to be more successful when teaching more complicated structures. [8] All in all, a deductive approach to teaching grammar items is teacher-centred. The teacher offers rules first and then examples and practice materials. An inductive approach, on the other hand, focuses on the student 'noticing' the grammatical rule him or herself without being made explicitly aware of it.

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