



INDUCTIVE AND DEDUCTIVE METHOD OF TEACHING GRAMMAR IN THE EFL CLASSROOM

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Introduction.

Several studies and research prove that English learners need to improve their communication skills so that they can integrate separate structures into given concepts for expressing meanings. Spada and Lightbown (1993) claim that students should analyze their own roles and participate actively in classroom activities to develop their critical thinking skills effectively. Some scholars also argue that English learners should experience creative reflections through which the instructor probes their understanding to elicit answers for the questions he poses in the classroom. These linguists have only cited their ideas by analyzing particular experiences or observations. But learning grammar effectively depends on how well you are keen on learning a target language or how well you have learned the grammar before. So new learners, undoubtedly, have some difficulties in comprehending grammar rules.

According to Krashen, (1993) Grammar translation method is unimportant and fragile for learning English. However, the importance of Deductive and inductive approaches for learning and teaching grammar are very important for learners. Learners are not gaining their English knowledge and skills by means of grammar lessons. Lee and Van Patten (1995) mentioned that although language classrooms are becoming more communicative, instructors still are insisting on teaching grammar explicitly. In addition, I was aware of from the article that the biggest difference of the both approaches is the role of the teacher. Deductive approach is teacher-centered method, whereas inductive approach is student-centered approach.

Choosing the best approach to teach English grammar.

As there are two sides of coins, there are merits and demerits of the both methods in teaching grammar. To start with, deductive method is straightforward to use and that the rule is explained briefly to the students and can be time-saving method. This is more useful for the learners to practice new grammar rules in the lessons. I agree with this statement. Because deductive approach is prior, knowledge and the students understand quickly from the examples and teachers can spend less time to explain new grammar rules. A number of researchers stated that involving students in learning process could lead to good result. According Chaudron's investigation (1988) can be prominent example of advantages for both approaches in this article. Chaudron (1988) mentioned that students taught by teachers who actively involved them in lessons achieved at higher rates than those in traditional classes. Whereas I cannot fully accept Eisenstein's view he implied that (1987) through deductive way of teaching learners be in control and they have a less fear drawing false conclusion. From the article, my short term teaching experience I have explored that most learners are reluctantly pay attention when they are given a theoretical concept of any grammatical pattern. If learners cannot get a sense of a theory, they cannot draw any conclusion. I strongly advocate for Spada&Lightbown (1993) opinion that thinking skills operate well providing that learners take part in learning process, occurring in the class. It may work if inductive method is implemented in teaching.



The significance of using deductive and inductive methods.

Harmer (1989) states that these two methods encourage learners to compensate for the gap in their second language by using a variety of communication strategies. However, each approach has its own strengths and weaknesses in teaching grammar. It should be mentioned that deductive technique can be time-saving as you can go straight to the essence of the grammatical phenomenon by giving a short and clear explanation. In addition, this approach meets the expectations of many students about the classes: the teacher explains - the student listens. Conversely, theoretical explanations are often boring and not as well recorded in memory as authentic examples and personal experience.

Furthermore, too much responsibility is assigned on the teacher, and students remain passive (Felder, 1995). Inductive approach encourages students actively extract the new input themselves. They are interested and feel that they are also engaged in the process, and motivated in completing assignments and interactive discussions. As a result, the level of memorization and comprehension is much higher. However, in order to get a comprehensive picture, it takes much more time both on the part of the teacher to prepare the materials and for the student, because the process of active research requires more time-consuming thought than passive listening to the rules.

Conclusion.

Despite the fact that the language classrooms becoming more communicative, most of the teachers still teach grammar explicitly (Lee and VanPatten, 1995). We think it is not a problem as the deductive approach can also be applied effectively if a teacher is competent enough. It is time-saving as it was mentioned in the article, it is more effective for adults and for those who learn consciously and it is effective for short-term learning of grammar structures.

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