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**DEDUCTIVE AND INDUCTIVE APPROACHES TO TEACHING  
GRAMMAR**

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**ABSTRACT**

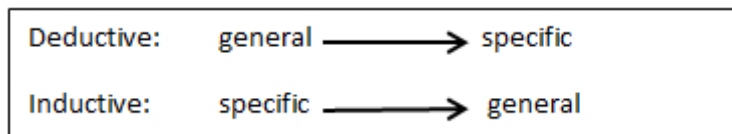
This article contains information about investigation of effectiveness of teaching English by using deductive and inductive approaches of teaching grammar. The investigation also attempts to see which of these two methods has a positive effect on the grammar academic achievement of the secondary school pupils, so it answers the following questions: What are inductive and deductive approaches of teaching grammar? What advantages and disadvantages they have got? What is the effect of inductive method on grammar achievement compared with deductive method at secondary school? · What is the effect of inductive method on grammar achievement compared with deductive method at secondary school? To answer the questions of the study, the researcher has made research based on inductive and deductive methods for each level based on its syllabus.

**Key words: Inductive method, Deductive method, general, specific, quantitative and qualitative**

**INTRODUCTION**

There are two main ways that we tend to teach grammar: deductively and inductively. Both deductive and inductive teaching have their pros and cons and which approach we use when can depend on a number of factors, such as the nature of the language being taught and the preferences of the teacher and learners. It is, however, perhaps generally accepted that a combination of both approaches is best suited for the EFL classroom.

So what is deductive and inductive grammar teaching?



As it is shown above, deductive approach is essentially a top-down approach which moves from the more general to the more specific. In other words, a teacher starts with a general notion or theory, which he then narrows down to specific hypotheses, which are then tested. Inductive approach is more of a bottom-up approach, moving from the more specific to the more general, in which a teacher makes specific observations, detects patterns, formulates hypotheses and draws conclusions.

In some research works these two approaches are also known as quantitative (deductive) and qualitative (inductive) and they have been competing for over the years as Onwuegbuzie and Leech (2005) suggest. In quantitative method it is believed that teachers should separate themselves from the learners while qualitative teachers are aware that the relationship between them and their students is important in the understanding of the class.

Both approaches are commonplace in published materials. Some course books may have practices on one approach or the other as series style, whereas some may be more flexible and have both practices including both approaches according to what is taught. Most inductive learning presented in course books is guided . In other words, exercises and questions guide the learner to work out the grammar rule.

The methods may be different but the goals remain the same and both approaches have advantages and disadvantages.

**Advantages and disadvantages of deductive and inductive approaches.**

The deductive approach is more traditional style of teaching and grammar rules are emphasized more than speaking skill. Students are dictated the grammar rules first, then they apply these rules on their language. The lesson is teacher centered one. The classes may be based on grammar translation exercises. On the other hand, during these classes, every word is translated from English into the students' first language and they can understand the meaning of the words exactly and the teacher whose English is not so fluent can teach the language using this method. The deductive method is often criticized because of some reasons as well, for example: the grammar is taught in isolated way, the memory of the student is paid attention not so much, practice is mechanical and repeated.

In contrast to deductive approach, the inductive approach is the method where a teacher can present grammatical structures and rules to students in a real language context using some activities. During practicing the students understand in what situation they can use these structures, they can acquire the language, what is the most important goal of the teacher. During the classes where an inductive approach is used, the speaking skill is emphasized. The teacher can use pictures, items, real or plastic fruits if they topic concerns them or just show actions to explain the topic. However, the inductive approach has some disadvantages as well. For example, it is sometimes difficult to explain the long rules from context, especially for the students who are used to a traditional method and it is time consuming. It can demand teachers to work on planning a lesson. They need to select and organize the data carefully so as to guide learners to an accurate formulation of the rule, while also ensuring the data is intelligible. But the advantages can be superior to disadvantages, as with the help of this method, students will improve their communicative skill, problem solving skill, decision making skill, time management skill, autonomy skill, critical thinking skill, presentation skill, leadership skill.

**According to some linguists' observation there are the following differences :**

	Deductive	Inductive
1	General to particular	Particular to general
2	Rule driven	Rule discovered
3	Teacher centered	Learner centered
4	Conscious	Subconscious
5	Accuracy emphasized	Fluency is emphasized
6	Passive participants	Active participants
7	Individual	Group work
8	Dependent	Autonomy
9	Application of rules	Problem solving
10	Cognitive	Associative

**METHODOLOGICAL EXPERIMENT**

As the experiment, I chose secondary specialized school number 2 of Samarkand district. The pupils were divided into four experimental groups (two groups in the 6<sup>th</sup> grade and, two groups in the 11<sup>th</sup> group, total 58 pupils). All groups were taught grammar (deductive and inductive methods) in schools by English teachers. Duration of teaching pupils is about one month, five classes of forty five minutes at each class every week.

*Instruments of the Study were followings:*

- A grammar achievement test for school pupils (as pre-post test & post-test)

· Inductive and deductive instructional program based on the syllabus of each level. For the purpose of the study two grammar achievement tests were used (pre and post-tests). This study was conducted during the third term (in February )of the academic year 2020-2021 at school . The result of the study shows the following among four groups (two groups in the 6<sup>th</sup> grade and two groups in the 11<sup>th</sup> grade). A 100-point system was used to assess students' knowledge

Table 1.

Result of achievement of pupils in the 6<sup>th</sup> grade on pre-test.

Method	Number of pupils	Number of questions	Given time	Result
Inductive	15	25	45 minutes	60%
Deductive	15	25	45 minutes	66%

The Table 1 shows that the result of the pre-test of both group are almost equal.

Table 2.

Result of achievement of pupils in the 6<sup>th</sup> grade on post-test.

Method	Number of pupils	Number of questions	Given time	Result
Inductive	15	25	45 minutes	93%
Deductive	15	25	45 minutes	80%

The Table 2 indicates that the result of post-test of both groups differs in favor of the group which was taught grammar inductively.

Result of achievement of pupils in the 11<sup>th</sup> grade on pre-test.

Table 3.

Method	Number of pupils	Number of questions	Given time	Result
Inductive	14	25	45 minutes	66%
Deductive	14	25	45 minutes	66%

The table 3 indicates that knowledge of the both groups are equivalent.

Table 4.

Result of achievement of pupils in the 11<sup>th</sup> grade on post-test.

Method	Number of pupils	Number of questions	Given time	Result
Inductive	14	25	45 minutes	80%
Deductive	14	25	45 minutes	73%

The table 4 shows that in these experimental groups also the higher result belongs to the group which was taught grammar using the inductive approach.

## **CONCLUSION**

The conclusion is that, it is necessary for teachers to vary their techniques and ways of teaching according to their pupils' interests and achievement levels with more emphasis on using the inductive way of teaching grammar.

Teachers and instructors are encouraged to participate in different intensive training courses in order to be aware of various modern methods of teaching English language. They also should apply modern ways of teaching in their classes since this is one of the aims of the Ministry of Public Education.

Researchers should conduct other studies in order to obtain a more comprehensive idea about which way of teaching is more influential in teaching grammar.

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