

THE EFFECT OF USING INDUCTIVE AND DEDUCTIVE APPROACHES IN TEACHING ENGLISH

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Abstract: *A certain article aims to investigate the impact of using inductive and deductive teaching methods on FL students' achievement in teaching grammar in English. This study also aims to describe the students' achievements in relation to productive or destructive teaching methodologies. This study was a simple experiment that compared the effectiveness of inductive and deductive approaches to teaching grammar. The students are divided into two groups, with 25 students in each group. The analysis show that when used to teach grammar, the deductive teaching approach is more effective than the inductive one. The issues show that students are satisfied with their instruction utilizing a deductive approach and that they enjoy it.*

Introduction

Over the years, one of the most contentious issues in the field of second and foreign language teaching has been the role of the grammar teacher. Grammar now holds a prominent position in the second and foreign language classes. The controversy regarding teaching strategies for grammar has recently developed, however the question regarding the relative efficacy of various methods still exists. The most important aspect of learning a foreign language is grammar. Language learning will be severely constrained without a solid understanding of grammar (Limiris & Rijimabodo, 2013). Teaching grammar is a key component of every English as a Foreign Language (EFL) teacher's classroom and has been the focus of language teachers and students for many years. Some people see teaching any foreign language as essential, while others see it as an impediment to Second Language Acquisition (SL). Through his empirical study, (Ellis, 2006) came to the conclusion that grammar instruction can help students improve their language proficiency and accuracy, facilitate the integration of the syntactic system of the second and foreign languages, and support the development of fluency. Although grammar is taught in FL universities and schools, its rules are taught in isolation, and sufficient practice is not provided in the use of different aspects of grammar in reading, writing, speaking, and listening. Furthermore, functional grammar is not taught or practiced in the classroom. More importance is given to the teaching of English textbook and grammar without the use of a suitable method, such as an inductive or a deductive one.

This problem with teaching English grammar can be solved by changing our teaching methods and employing different teaching techniques. Adopting the inductive method (Socratic, rule-discovery, bottom-up) of teaching ENGLISH grammar or the deductive method (rule-driven, top-down). The inductive method is founded on group work activities and the provision of generalizations and examples.

(Richards et al., 1985) claimed that learners are left to discover - or induce - rules from their experience with the language. On the other hand, in the deductive method, the rules of grammar are taught to the students and then specific examples are provided. Furthermore, sufficient practice in the use of various aspects of grammar is not provided. The inductive approach, rather than being based on a teacher-fronted transmission-style classroom, is student-centered and allows learners to become deeply involved in the language they are studying and offers potential for reflection. The students feel more important and less bored during the process of experiential learning (learning-and-doing). Because it partially eliminates these issues, the inductive technique can be a great help to teachers who struggle to keep their students focused, disciplined, and occupied. Knowing that they can apply the rules from examples by themselves significantly boosts learners' motivation, makes them more engaged in the learning process and confident and enthusiastic about it rather than just being passive recipients, and at the same time contributes to its effectiveness. This study is being conducted to determine whether inductive or deductive models in teaching English grammar have a positive effect on the academic achievement of FL students. So, the need is to determine the efficacy of teaching English grammar using deductive and inductive models. English grammar teaching is a difficult task for both the teacher and the students. To teach English grammar, the teacher employs various methods in order to meet the needs, levels, and abilities of the students. and these different methods affect the students' achievement level, especially in grammar and learning English generally. This will also have an impact on the students' attitudes toward learning English as a foreign language. As participants in the teaching process, researchers need to understand the impact of using the inductive and deductive methodologies on students' academic achievement and attitudes. This problem of English grammar teaching can be solved by changing our methods.

"Generally speaking, grammar is thought to be a set of rules specifying the proper word order in sentences." (Nunan, 2003). According to the previous state, the importance of grammar was debated many years ago. Any language's sentences are accepted if they adhere to its rules (Nunan, 2003). According to Ok (2001), grammar is the central area of the language, around which other areas like pronunciation and vocabulary are centered. The relationship between sound and meaning in music is known as the computational system. Grammar is a unique aspect of language that has characteristics not found in any mental process and not found in animal languages. Additionally, grammar is learned in a variety of ways.

Teaching methodology is rooted in the traditional Latin and Greek education that has been used for many centuries in schools all throughout the world. At that time, the Grammar-Translation approach was developed in order to analyze the languages and their complex rules. Latin and Greek were the keys to the ideas and literature of a great and ancient civilization, therefore reading and translating texts was important, as were writing exercises that mimicked these texts. This method aims to provide students a grasp of the grammar of the language, expressed in traditional terms, while also exposing them to a

wide range of literary terms and teaching them how to extrapolate the meaning from foreign texts by translating them into native tongues (Rivers, 1968).

According to Widodo (2006), the deductive method is derived from the observation that deductive reasoning shifts from general to specific. That implies that guidelines, principles, agreements, or theories are presented first, followed by the handling of their application. In this method, students study grammar rules before applying them while performing exercises. That implies that learners work from the general to the specific (Fortune, 1992). The deductive method is defined by Rlam (2003) as a process that shifts from general to specific. The learners are exposed to general usage before applying the rule to specific instances of language use. And this methodology is most similar to the Grammar-Translation approach (Gollin, 1998). According to (Brinton, SelceMurcia, and Snow, 2014), this approach was used to teach Latin and other languages. This approach has some of the following elements:

- The emphasis is on grammatical pacing.
- Using the students' native language.
- Little use of the target language in communication.
- The standard exercise is to translate sentences from the target language into the mother tongue.

The Deductive Method has a connection to Conscious Learning. This methodology tries to place a strong emphasis on error correction and the presentation of express rules. The deductive method is frequently applied to adult learners. The teacher uses this method to explicitly teach the rule to learners, who are then prepared to handle the exercises provided (Krashen, 2002).

On the other hand, some studies have been conducted using the industry-level approach at schools. For example, (Tammenga-Heldel, 2014) conducted a quasi-experimental study to compare the effectiveness of deductional, indirect, indirect, and integral grammar instruction. The study's sample consists of 981 Dutch students in lower secondary education who are learning German, English, or Spanish as a second language. The design of the study included a pre-test, a series of lessons about the levels of comparison, and a post-test. Both metalinguistic knowledge and the production of the grammatical structure were put to the test. Differences in student test scores between instruction formats were examined using variance analysis.

Finally, L- Mami (2005) carried out a study to compare the impact of the direct and indirect methods of teaching on learning related concepts in the English language. The study's sample consisted of 160 male and female students majoring in science and literature who were divided into two groups: the inductive and the deductivist. This sample was subjected to a preliminary test to see whether there was a statistically significant difference ($P < 0.05$) between the measures of students' achievement marks. After the experiment, a post-test was given to the students in both groups. The results showed a statistically significant difference ($0,05$) between the students' achievement on the basis of the mode of instruction, gender, and study stream.

Regarding the study's first question, which asks whether there are any statistically significant differences ($P .05$) between the students' achievement according to the methods of instruction, the findings indicate a significant difference in favor of the industry-based method of teaching. After reading the relevant literature, the researcher came to the conclusion that using the inductive method to teach the grammar has proven to be effective in the majority of cases, however the deductive method was not the same. No studies have compared the effects of the two methodologies on students.

Grammar achievement at school level together so the researcher investigated the effort of the both methods on grammar at university level on one hand, and the effect on students grammar achievement more importantly, very few local or international studies discuss the relationship between deductive and constructive teaching methods and students' achievement in general grades. As a result, the present study made an effort to shed light on the best teaching methods that FL teachers might use to teach general mathematical structures to students at both levels.

As was already said, some earlier studies indicate that students learned better while using the deductive method, while other studies demonstrate the opposite. However, some other studies have found that students performed better when using both inductive and deductive methods, such as Bender's study, which looked at the impact of inductive and deductive instruction when learning geometric structures in a classroom setting with secondary school students. More importantly, very few local or international studies discuss the relationship between deductive and constructive teaching methods and students' achievement in general grades. As a result, the present study made an effort to shed light on the best teaching methods that FL teachers might use to teach general mathematical structures to students at both levels. Additionally, there are some earlier studies that investigate the relationship between students' attitudes toward learning English and their academic achievement, such as study, which discovered that students have positive attitudes toward learning English as a foreign language (FL). According to this study, it demonstrates the impact of employing the inductive and deductive methodologies on students' academic achievement levels and attitudes toward FL. This study used the two teaching methods as one new teaching method rather than separating them and comparing them. This study is also unique in that it is the first to investigate the impact of employing inductive and deductive methods on students' achievement in Spain. This is what distinguishes this study from earlier empirical studies. Additionally, this study assesses the students' attitudes toward FL.

Furthermore, this analysis compares the two previously mentioned methods with the traditional method of teaching algebra in order to understand their impact on students' achievement in algebra. It also assesses students' attitudes on IFL students' achievement. The written tests were conducted in two steps, known as the pre-test and post-test. I designed it to include a variety of activities in order to address the issue. And I've decided to look into the current perfect tensions.

The textual tests were carried out in two steps, referred to as the pre-test and post-test. I designed it to include a variety of activities in order to address the issue. And I've decided to look into the current perfect tensions.

1. Providing instructions for the pre- and post-test and ensuring its validity and dependability.
2. Giving pre-tests to the two study groups in order to measure their growth before using the programs.
3. Training the volunteer instructors and teachers to implement the research's programs.
4. Testing the groups to determine their average.

Inductive and deductive programs were used to develop the grammar of the experimental groups. The first program focuses mainly on teaching inductive activities and its main principle can be represented schematically in the following way:

Inductive approach:

Specific examples → Practice → General rule

But the second program based on deductive method can be represented schematically in the following way:

Deductive approach:

General rule → Specific examples → Practice

They investigate the effects of employing both indubitable and deductible grammar approaches on students in Florida. The findings show that due to the interaction teaching method, there are statistically significant differences between mean scores of FL students' achievement in grade levels.

According to the article's conclusion, it suggests and recommends a few words regarding the continuity and proper provision of graduate knowledge to students who have successfully completed their studies. An English library is therefore crucial to promoting the study of English. How to use the library should be taught to the students. They should be shown how to refer to a dictionary, how to look for information for a specific question, etc. This library has to be stocked with engaging supplement readers for English newsprint and other helpful reading materials for students, as well as model question papers with answers. Audio and video tools should also be available to aid in the learning process. These make it very important for the pupil to learn from their mistakes and correct them. To prevent students from becoming bored, the instructor should change the method used when teaching grammar. Teachers must adapt their techniques and methods of instruction to the academic levels of their students, placing more emphasis on employing the deductive method of instruction. And they are encouraged to enroll in several intensive training courses offered by the ministry of education in order to become aware of a variety of contemporary methods for teaching English to beginners. Encourage researchers to do more studies to investigate the impact of using inductive and deductive methods on students' achievement levels in coursework on other educational levels and subjects. The researcher suggests that teachers be trained in the use of the inductive and deductive methods. Encourage English teachers to use these teaching strategies when teaching English grammar to raise students' achievement levels. Encourage the Ministry of Education (school administrators, teachers, and supervisors) to foster a supportive environment in the English classes so that students can develop positive attitudes toward FL.

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