

DIFFERENT METHODS OF TEACHING GRAMMAR

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Annotation

English linguistic use is famously troublesome to memorize for both local and second-language speakers. There are so numerous complexities, cloud rules, and exemptions that it comes as no shock that diverse eras of instructors have utilized different approaches to educating linguistic use to train literate English journalists. Within the past, memorization-based methods that depended on redundancy gradually gave way to more imaginative strategies.

Nowadays, we live in a society that prizes education and is willing to adapt to more viable strategies to attain the leading comes about in instructing language structure. There are two fundamental ways that we tend to educate language structure: deductively and inductively. Both deductive and inductive instructing have their stars and cons and which approach we utilize when can depend on a number of components, such as the nature of the dialect being instructed and the inclinations of the instructor and learners. It is, be that as it may, maybe for the most part acknowledged that a combination of both approaches is best suited for the EFL classroom.

Deductive Method

Deductive educating may be a conventional approach in which data approximately target dialect and rules are driven at the starting of the lesson and proceeded with cases. The principles of this approach are generally utilized within the classes where the most target is to instruct linguistic use structures.

In this method, grammar is taken as an independent subject and taught with the help of a grammar book. The teacher uses a grammar text book. He first tells his students rules or definitions and then explains those with the help of examples then he gives exercise and ask his pupils to apply the rules. The learners are supposed to memories the definition of noun. This method is not very effective as it is against the principles of teaching and students find it boring and dull.

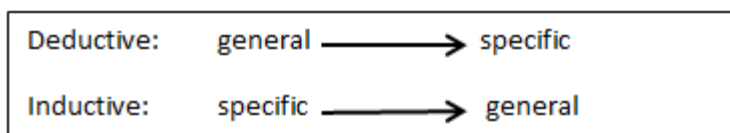
A. Advantages of Deductive Method

1. Average teacher can use this method in country like India.
2. It is based on the theory “From generalization to example”.
3. This method helps students to compare the ideas in grammar of mother tongue and second or first language.
4. The learner can try the grammatical questions very easily.
5. Learner can respond effectively and can explain rules, structures, etc.

B. Disadvantage of Deductive Method

1. This method makes learner learning about language.
2. This method cannot develop communicative ability among learners
3. The learners become inactive during classroom teaching
4. This method is not child centered but teacher centered.
5. In the classroom teaching there is hardly use of audio-visual aids.

Deductive reasoning is essentially a top-down approach which moves from the more general to the more specific. In other words, we start with a general notion or theory, which we then narrow down to specific hypotheses, which are then tested. Inductive reasoning is more of a bottom-up approach, moving from the more specific to the more general, in which we make specific observations, detect patterns, formulate hypotheses and draw conclusions. These two approaches have been applied to grammar teaching and learning. A deductive approach involves the learners being given a general rule, which is then applied to specific language examples and honed through practice exercises. An inductive approach involves the learners detecting, or noticing, patterns and working out a ‘rule’ for themselves before they practice the language.



First and foremost, it is perhaps the nature of the language being taught that determines if an inductive approach is possible. Inductive learning is an option for language with salient features and consistency and simplicity of use and form. The basic forms of comparative adjectives, as shown above, is an example of this. Conversely, teaching the finer points of the use of articles (a/an, the) inductively,

for example, would most probably be problematic. The metalinguistic tools that the learners will need to accomplish the task is also a factor.

However, the learner-centered nature of inductive teaching is often seen as advantageous as the learner is more active in the learning process rather than being a passive recipient. This increased engagement may help the learner to develop deeper understanding and help fix the language being learned. This could also promote the strategy of ‘noticing’ in the student and enhance learner autonomy and motivation.

On the other hand, inductive learning can be more time- and energy-consuming and more demanding of the teacher and the learner. It is also possible that during the process, the learner may arrive at an incorrect inference or produce an incorrect or incomplete rule. Also, an inductive approach may frustrate learners whose personal learning style and/or past learning experience is more in line with being taught via a more teacher-centered and deductive approach.

Inductive Method: Inductive teaching and learning is an umbrella term that encompasses a range of instructional methods, including inquiry learning, problem-based learning, project-based learning, case-based teaching, discovery learning, and just-in-time teaching. In none, not one or the other instructing nor learning is ever simply inductive or deductive. Like the scientific strategy, learning perpetually includes development in both headings, with the student using unused perceptions to gather rules and speculations (acceptance) and after that testing the speculations by using them to infer results and applications that can be confirmed experimentally (deduction). Great educating makes a difference under studies learn to do both. When we talk of inductive methods, we hence don't cruel add up to shirking of addressing and total reliance on self-discovery, but essentially educating in which acceptance precedes deduction. But within the most extreme shapes of revelation learning (which we don't advocate for undergrad instruction), the teachers still has vital parts to play in encouraging learning—guiding, encouraging, clarifying, interceding, and some of the time indeed addressing. We concur with Bransford: “There are times, usually after individuals have to begin with hooked with issues on their possess, that `teach

- Inductive method is also known as informal method.
- In Inductive method the teacher first presents or takes the example from the students then comes on theory of concept.

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- This method implies teaching of grammar not by rules but by usage. Through continuous practice of using words while speaking, reading and writing, grammar can be taught and therefore learnt by students.
- This is done while teaching of text book or detailed translation of the text book is carried on Grammatical implications are taught simultaneously.
- Through this method, practical uses of grammatical rules are elicited. But sometimes this method becomes time consuming and may divert the attention of the students.

The inductive method of teaching grammar involves presenting several examples that illustrate a specific concept and expecting students to notice how the concept works from these examples. No explanation of the concept is given beforehand, and the expectation is that students learn to recognize the rules of grammar in a more natural way during their own reading and writing. Discovering grammar and visualizing how these rules work in a sentence allow for easier retention of the concept than if the students were given an explanation that was disconnected from examples of the concept. The main goal of the inductive teaching method is the retention of grammar concepts, with teachers using techniques that are known to work cognitively and make an impression on students' contextual memory.

The deductive method of teaching grammar is an approach that focuses on instruction before practice. A teacher gives students an in-depth explanation of a grammatical concept before they encounter the same grammatical concept in their own writing. After the lesson, students are expected to practice what they have just been shown in a mechanical way, through worksheets and exercises. This type of teaching, though common, has many people—including teachers—rethinking such methods, as more post-secondary level students are revealing sub-par literacy skills in adulthood. As one former teacher states, deductive teaching methods drive many students away from writing because of the tediousness of rote learning and teacher-centered approaches.

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