Topic: Exploring Deductive and Inductive Grammar Teaching Approaches: Reflections and Implications for Language Instructors

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S.Chalipa(2013) stated that "Knowing grammar plays a crucial role in language learning, and knowing which process methodology has more effect and impact grammar learning has more importance" (p.6). Agreeing with the researcher's statement above knowing grammar has a great influence on the learning any language for me. If I cast attention to my past teaching experience and analyze it, I discovered the use of the deductive approach mostly. Because we have been taught at school and university through this approach for many years and it is difficult to imagine the use of the inductive approach until I read this article. During my past teaching process, I introduced the new form and consolidate it with grammar exercises. Having understood the form well, I taught them how to use this rule in context through speaking or writing. But when I was applying this approach me and my pupils faced difficulties, one of which confusing grammar patterns. This happened with some students after they memorized lots of grammar structures despite many drills and consolidation. I didn't know how to deal with problems at that time. Having read this article, I found out a wide range of inductive approach which is new for me and beneficial for my students. "Students taught by teachers who actively involved them lessons attain at higher rates than those in traditional classes" (Chaudron, 1988). The next one was not applying the rule in real-life situations for example they knew the rule but they failed in using it in speaking and writing.

If I compare my understanding with reading, English teachers of the 21st century should be aware of teaching both inductive and deductive approaches. While some learners especially adults prefer deductive approach to reach their

determined level faster, inductive approach perhaps works well for ones who struggle in using the form in practice like my previous students. Maybe they can learn rules directly from context faster and more efficiently. Therefore, having read the article I understood that English teachers should not satisfy with knowing and applying only one approach since all learners are not consistent. Koran (1972) stated that the effectiveness of either approach depends on learners' profiles and their learning styles. The statements of those researches indicate both advantages and disadvantages two approaches.

I would agree with one of the criticisms of the deductive approach that "learning a language is the only case of knowing rules". It is apparent from my experience, that many students can't accept this as simply a small part of language learning. As a result, this may cause to quit learning a language or make demotivated them. Next, I would be for about one of the demerits of inductive approach "Students may create the wrong rule or on their version of a rule may be either too broad or too narrow". It is true that there is a high possibility of occurrence of this when they are allowed to reach the rule solely and this may cause of distortion of language and even disappear some certain rules. "Why make students guess the rule? Teachers should present a clear explanation and have students practice until the rule is internalized" (Krashen, 1982). Moreover, I agree with the opinion one of the disadvantages of inductive approach is that it involves a heavy workload from a teacher in designing lessons. For teachers who have more teaching hours and work with a large number of classes, it is infeasible to accomplish this approach in reality.

I disagree with one strength of the inductive approach that it allows learners to enhance problem-solving skills and mental and cognitive ability. Because as a language teachers our main goal is to teach the target language productively not making fun, or improving their critical, problem-solving skills.

On the other hand, I support one upside of inductive approach "Rules discovered by themselves should be existing their mental structure and these rules must be memorable and serviceable". Certainly, this knowledge is definitely

memorable in comparison to gained by deductive teaching as they learn it from real context, and spend much time finding the rule until they take the habit automatically use or know the grammar rule.

It is vital to establish a general background of researchers' thoughts about grammar teaching. This is because when we talk about grammar teaching, it is important for lecturers to understand what it means to use traditional or modernist approaches. According to Hammerly (1975), the question of whether deductive or inductive approaches should be used in grammar teaching is one of the most interesting controversies in second language teaching. In fact, there have been various studies on the effectiveness of inductive and deductive methods of grammar teaching. The results of these different studies are mixed, however some conclude that the inductive approach may be more advantageous than the deductive approach (Herron &Tomasello, 1992), while other studies suggest that the deductive approach is more successful (Robinson, 1996; Seliger, 1975), and still other studies overlap both of the ideas by claiming that there is no distinction between the two approaches (Rosa and O'Neill, 1999; Shaffer, 1989). In accordance with all these ideas, Krashen (1982) argues that the deductive approach seems "much more reasonable (in comparison with deductive approach) – why make students guess the rule?" According to him, "Teachers should present a clear explanation and have students practice until the rule is internalized" (Krashen, 1982). In addition, Nunan(1991) states that deductive reasoning occurs only when the learners are taught rules consciously and given specific information about a language. When inductive approach is considered learners acquire language on the basis unconscious exposure to the target language in the habit formation process. They learn by studying various examples of a structure until the use of the structure becomes automatic. In this process, learners are inspired to acquire the target language in an innate way without stating the specific rules in the structure and may not be fully aware of what they are learning until the end of the course, when the teacher puts the objective into words (Hammerly, 1975; Shaffer, 1989). Taking into consideration the debates going over for many years, Koran(1972) offers that

the effectiveness of either approach depends on learners' profiles. Therefore, the search for generally effective approaches will be based on various ways of instruction that fit learner profiles. In that point, the key point is to adopt grammar courses according to student profile, the purpose of the students to learn a language and learning styles of the students

In conclusion, both deductive and inductive approaches offer unique benefits and challenges in grammar teaching. The deductive approach provides clarity and structured learning, beneficial for learners who prefer direct explanations. However, it may risk disengagement if overemphasized. The inductive approach encourages discovery, potentially enhancing retention and practical use, although it can be time-consuming and risk misunderstandings if students form incorrect rules. As research suggests, the effectiveness of each approach depends on learner profiles and contexts. Therefore, teachers should skillfully balance both methods, tailoring their approach to best fit their students' needs and learning

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