

THEME CONTEMPORARY APPROACHES IN TEACHING FOREIGN LANGUAGES TO SECONDARY SCHOOL STUDENTS

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Annotation: This article is about modern methods of teaching grammar to secondary school students . It compares two approaches , namely deductive and inductive ways of teaching and analyzes its effects on the language acquisition of students.

Key words: Approach , Deductive approach Inductive approach, Comprehension, Memorisation, Apply learned knowledge in a real context, Active vocabulary , Passive vocabulary.

Annotatsiya: Ushbu maqola umumta'lim maktab o'quvchilariga grammatika o'rgatishning zamonaviy usullari haqida. U ikkita yondashuvni, ya'ni o'qitishning induktiv va deduktiv usullarini taqqoslaydi va uning talabalarning tilni o'zlashtirishiga ta'sirini tahlil qiladi.

Kalit so'zlar: yondashuv, Deduktiv yondashuv Induktiv yondashuv, Tushunish, yodlash, olingan bilimlarni real kontekstda qo'llash, Faol lug'at, Passiv lug'at.

Аннотация: Данная статья посвящена современным методам обучения грамматике учащихся средней школы. В нем сравниваются два подхода, а именно индуктивный и дедуктивный способы обучения, и анализируется их влияние на овладение языком учащимися.

Ключевые слова: Подход, Дедуктивный подход Индуктивный подход. Понимание, запоминание, применение полученных знаний в реальном контексте. Активный словарный запас, пассивный словарный запас.

The main approaches to teach grammar

Two types of approaches can be classified in teaching grammar, including deductive and inductive approaches which differ in terms of the role of the learner and teacher playing in the language acquisition. Onwuegbuzie and Leech states that quantitative [or deductive] and qualitative [or inductive] approaches have been competing for ages to achieve a complete control over language learning process. In quantitative approach teachers attempt to keep distance between them and their students, while the qualitative approach appreciate the significance of interaction between students and their teacher in improving comprehension in the classroom.¹

¹ Onwuegbuzie, A. & Leech, N. [2005,] Taking the Q out of research : Teaching research methodology courses without the divide between quantitative and qualitative paradigms. Quantity and Quality, 39, 267-296.

Two main approaches dominated in English classroom, including a deductive which is termed 'traditional' and an inductive described as student-centred. Mallia² and Proshyanta³, Chomsky⁴ criticized a deductive method as inefficient and boring as it tends to be based on abstract grammar rules and information which should be acquired through memorising or rote-learning, as a result there is not much focus on reproduction. An inductive approach, however, offers real examples which can present new grammar rules as well as structures. Henry, Evelyn & Terence⁵, Ahmed states that in an inductive approach, students play the most significant role and activities prove task-based, in addition, students can explicit grammar rules from examples which encourages them to use grammar in interaction⁶. An inductive method is described as a bottom-up approach by Mallia, Nagarathnam & Al-Mekhlafi⁷ in which learners actively focus on extracting grammar rules from the text provided or activities they come across every day, while a deductive method is a reversal of an inductive method which demands top-down approach⁸. A deductive approach puts an emphasis on a role of a teacher who explains the rules in detail so that students can be able to use accurate language in communication as well as checking their performance during lessons.

A deductive approach

This approach is particularly described as a part of grammar-translation method and puts an emphasis on the teacher who plays the most significant role in lesson while learners act as listeners. This type of lessons often starts with explanation of grammar rules or information about a target language as well as examples which follows by a list of new vocabulary. This type of methodology is effective for classes where the main purpose is to instruct grammar structures. For instance, these principles are best suited as well as be of benefit in the classes where grammar-translation method is being applied⁹. According to Thornbury, there are three basic principles in deductive approaches, in the first stage new grammar rules are introduced by a teacher and additional information is provided. Grammar structures are, then, highlighted by giving examples containing new concept of grammar aspects. Students can get a chance of

² Mallia, J.G. [2014] Inductive and Deductive approaches to Teaching English Grammar, Arab World English Journal AWEJ, 5[2], 221-235

³ Proshyanta, N.A. [2011] Teaching Grammar Skills as a Main Constituent of Professional English Communicative Competence to Would be Specialists, Asia Pacific Journal of Marine Science & Education, 1[1], 89-105.

⁴ Chomsky, N. [2012] On Nature and Language, Cambridge: Cambridge University Press.

⁵ Henry, W.C.H., Evelyn, W.M.C., & Terence, T.S.L. [2011] Examining the Effectiveness of adopting an inductive approach to teaching of English Grammar.

⁶ Ahmed, S. [2013] The current practices of teaching grammar in CLT at secondary school level in Bangladesh: problems and probable solutions, Theory and Practice in Language Studies, 3[8], 1328.

⁷ Nagarathnam, R.P., & Al-Mekhlafi, A. [2012] Attitudes towards EFL Grammar Instruction: Inductive or Deductive? Foreign Language Learning and Teaching [FLLT], 1[2], 78-105.

⁸ Mallia, J.G. [2014] Inductive and Deductive Approaches to Teaching English, Arab World English Journal AWEJ 5[2], 221-235.

⁹ Nunan, D. [1991] Language Teaching Methodology: A Textbook for Teachers, London: Prentice Hall International LTD.

doing practice with rules and making up their own sentences to make easy to memorise it.

Deductive researchers 'work from the 'top down'from a theory to hypotheses to data to add to or contradict the theory' Cresswell and Plano Clark suggest. In contrast ,they describe inductive learner who works from 'bottom-up,using participants' views to build broader themes and generate a theory interconnecting the themes'.

An inductive way of teaching grammar

An inductive approach is termed as guided discovery in which the teacher tries to engage students with questions designed to extract the target structure and encourage to use it in speaking in an attempt to comprehend and memorise it in an easier and more convenient way. Students can be often provided with examples which are meaningful and connected with a real context and particularly they are given the whole context in the form of a text, audio materials or stories,not a list of sentences or phrases with the target structure. In addition, students can get a chance to learn new vocabulary effectively using a real context and able to differentiate small differences between the meaning of synonyms while using in a repetitive way. The most significant part is about discovering grammar rules or structures from the contextualized materials,and it is not so easy to recognize and analyze for learners. Students can learn additional structures unconsciously which they have not acquired yet, when they come across several times which can become a natural part of their speech,it can be achieved using mixture of authentic input and explicit instruction as well. Teachers can nurture the important life skills of learners,such as self-reliance , autonomy as well as self-confidence ,even they should provide guidance as soon as students need. At the end of the lesson, knowledge of students in relation to today's theme should be examined through giving short questions which allows a teacher to check whether students have understood and become aware of how to use the structure or not.

Tudor suggests that there is no approach which can be best suited to each member of the class,when Cunningsworth describes inductive and deductive approaches as what should be distinguished and suggesting to apply only one of them while overlooking the other. Inductive grammar teaching,according to Trochim means moving to general ideas from specific ones,while deductive method demands to move from the general to specific. Teaching grammar inductively can be of a great deal of benefit in terms of activities based on experience or observation,in contrast a deductive approach is suitable for arguments related to laws,rules and other principles accepted to a large degree¹⁰.

An inductive approach is one of the most effective way of teaching which can bring benefit by providing learner's participation and involvement during language

¹⁰ Trochim,W.M.K.[2006] Research methods knowledge base ,Retrieved on January 25,2010.

acquisition. This type of approach demands the teacher to start a lesson with examples or activities which can present grammar rules embodied to sentences. Students should find the common features existing in each sentence and they are asked either to identify grammar rules or create it themselves after considering in detail. In such kind of lesson, the teachers do not play the most important role, as they do not present any grammatical fact or structure, they just facilitate the learning process by encouraging and giving instructions to acquire knowledge and use it in communication, either oral or written. The class might be divided into sub-groups which not only improves the quality of lesson, but also saves time spent on activities, in addition it will help to create a healthy sense of competition to encourage learners to study with determination and attention. Once they are working in pairs or small groups they should write grammar rules found through analysing examples and based on the given model, they should make up their own sentences. As I mentioned above children do not have to devote their time and energy to learn any kind of grammar rules or memorise new vocabulary when they are acquiring their first language, they just listen, remember and use it actively during daily activities, so why we cannot use this method in learning foreign language? Why we cannot create a real language atmosphere in the class where students can communicate freely in a target language or Is learning language only about memorising abstract grammar rules and structures? According to Brown and his counterpart Batstone, this way of teaching can be of benefit as it allows learners to get immersed in learning process and more active. The adherents of this approach describe explicit way of teaching grammar as time-consuming and less efficient, so learners can easily achieve a high level of proficiency through applying it more in communication without direct instructions as they did in terms of first language acquisition¹¹.

To conclude, although leading linguists have described grammar as an aspect of the language which is not so important to instruct, grammar plays a significant role in foreign language acquisition. How to teach grammar is a controversial issue for decades, as deductive approach provides more thorough explanation of grammatical points to make the process of learning complex grammar rules using less time and effort, while an inductive way of teaching gives a chance to comprehend and memorise grammar easily and effectively, in addition it encourages to use acquired knowledge in real communication.

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