Inductive Approach to Teaching Grammar

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Annotation: This article examines teaching grammar inductively for intermediate level learners. There are many approaches to teaching grammar at different levels. The approach which provides favorable conditions for the speedy development of correct and more flexible language use is mentioned below.

Key words: approach, concept, inductive, deductive, learning experience, syllabus requirements, learning process, makes mistakes, a common rule.

English grammar is notoriously difficult to learn for both native and secondary language learners. There are so many obscure rules, exceptions that it comes as no surprise that different generations used different approaches to teaching grammar. Today, we live in a society that prizes literacy and is willing to adapt to more effective methods to achieve the best results in teaching grammar. One of these methods is inductive method. This method involves presenting several examples that illustrate specific concept and expecting students to notice how the concept works from these examples. No explanation of the concept is given beforehand, and the expectations are that students recognize the rules of grammar in a more natural way during their own reading and writing. The main goal of the inductive teaching method is the retention of grammar concepts, with teachers using techniques at are known to work cognitively and make an impression on learner's contextual memory. This method contrast with the deductive method. Inductive instruction makes use of student ―noticing. Instead of explaining a given concept and following this explanation with examples, the teacher presents students with many examples showing how the concept is used. The intent is for students to ―notes, by way of examples. Inductive learning can be more time –and energy- consuming and more determining of the teacher and the learners. It is also possible that during the process, the learner may arrive at incorrect inference or produce a correct 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.

The teacher draws pupils'attention to the new element in the form of a rule, a

Very short one. It is usually done in the mother tongue. For example: Esda tuting, ko'plik yasash uchun otga –s [s,z] yoki –is [iz] qo'shimchasi qo'shiladi. Or: Yodda tuting, inkor gap yasash uchun ―do not (―does not) yordamchi felidan foydalaniladi.The rule helps the learner to understand and to assimilate the structural meaning of the elements. It ensures a conscious approach to learning. This approach provides favourable conditions for the speedy development of correct and more flexible language use. However it does not mean that the teacher should ask pupils to say this or that rule, Rules do not ensure the mastery of the language. They only help to attain the practical goal. If a pupil can recognize and employ correctly the forms that are appropriate, that is sufficient. When the learner can give proof of these abilities we may say that he has fulfilled the syllabus requirements. If learner has acquired such a mechanism, he can produce correct sentences in a foreign language. As Paul Roberts writes: Grammar is something that produces the sentences of a language. By something we mean a speaker of English. If you speak English natively, you have built into the rules of English grammar. You possess, as an essential part of your being, a very complicated apparatus which enables you to produce infinitely many sentences, all English ones, including many that you have never specifically learned. Furthermore by applying the rule you can easily tell whether a sentence that you hear a grammatical English sentence or not.

A command of English as is envisaged by the school syllabus cannot be

Ensured without the study of grammar. Pupils need grammar to be able to aud, speak, read, and write in the target language. Before speaking about the selection of grammar material it is necessary to consider the concept ―grammar, i.e., what it meant by ―grammar. By grammar one can mean adequate comprehension and correct usage of words in the act of communication, that is, intuitive knowledge of the grammar of the language. It is a set of reflexes enabling a person to communicate with his associates. Such knowledge is acquired by a child in the mother tongue before he goes to schools.

This - grammar functions without the individual's awareness of technical

Nomenclature; in other words, he has no idea of the system of the language, and to

Use all the word-endings for singular and plural, for tense, and all the other

Grammar rules without special grammar lessons only due to the abundance of listening and speaking. His young mind grasps the facts and ―makes simple grammar rules‖ for arranging the words to express carious thoughts and feelings. This is true because sometimes little children make mistakes by using a common rule for words to which that rule cannot be applied.

By ―grammar we also mean the system of the language, the discovery and

Description of the nature of language itself. It is not a natural grammar, but a constructed one. There are several constructed grammars: traditional, structural, and transformational grammars. Traditional grammar studies the forms of words (morphology) and how they are put together in sentences (syntax); structural grammar studies structures of various levels of the language (morpheme level) and syntactic level; transformational grammar studies basic structures and transformation rules.

Another study was also conducted to study the effectiveness of inductive and methods in teaching English grammar. The study also attempted to see which of these two methods had a positive effect on the grammar achievement of university students and elementary school students in Jordan. About 200 students were sampled for the study. Eighty were first year university English students and the rest were elementary stage students. The participants of the study consisted of four assigned sections. The relevant pre-tests were administered to the students of both groups at each stage (university and school) to make sure that the groups were equivalent at the time of starting the experiment. The researcher designed two grammar achievement tests as the instruments of this study. The instrument of each stage consists of two achievement tests (pre- test and post-test). The results showed a significant difference in favor of the inductive way of teaching. Hence, the inductive teaching approach was more efficient than the teaching approach. The approach however did not focus on broader aspects of syntax in grammar but was limited in this vein.

Inductive teaching is learner – centred and helps promote effective learning. It

Has the guarantee to reading grammar textbooks in class. Instead they should take

Pupils through a lot of activities to make grammar lessons interesting.

Professionally trained teachers of English language should influence the teaching

Of the subject in their schools through the engagement with other class teachers.

Mistakes from students'' essays should be discussed with them. This activity should help students solve their grammatical problems. In the language classroom it is expected that students are to acquire knowledge and apply it without difficulty but in the case of grammar, knowledge‖ acquired is not being applied effectively. The mistakes some students make in their oral language and written essays attest to this fact. There is the need to handle

teaching and learning of grammar in such a way that students will be able to acquire the knowledge and use it effectively.

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