DEDUCTIVE VS INDUCTIVE APPROACHES IN LANGUAGE INSTRUCTION

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Abstract: *Grammar teaching has always been a key issue in foreign language classes. Each language has its own grammatical features. There are different ways to teach grammar. The most common of these approaches are inductive and deductive approaches. This article will discuss the advantages and disadvantages of the two approaches and the differences between them.*

Key words: *grammatical rules, inductive approach, deductive approach, sentence order, translation method.*

Why is grammar important? The basis of every language is the grammar of that language. It is not common for all languages to form sentences by placing simple words in a row. When we construct a sentence in this order, it results in a possible but meaningless sentence. Grammar is about learning how sentences make sense, and that's why it helps. If we want to understand the meaning that a sentence conveys and develop our ability to express and respond to that meaning, the more we know about grammar, the better we will be able to accomplish these tasks".

We learn grammar because knowledge of sentence structure helps in the interpretation of literature, because constant contact with sentences affects the formation of good sentences in the learner, and grammar is the best subject in the educational process. There are two approaches to teaching grammar, the inductive approach and the deductive approach. Although deductive and inductive have a common goal of teaching grammar, which is distinct from each other. Language and rules are introduced at the beginning of the lesson and continued with examples the teacher plays a big role during it. Grammar rules are explained to the students at the beginning of the lesson and the students write down the rules given by the teacher and reinforce their knowledge by doing exercises. Even now, the deductive approach is a traditional method in schools. The student receives instructions from the teacher and learns them by memorizing them and completing the given tasks. Let's look at this as an example. The subject of the lesson is the future simple tense. The teacher gives students an understanding of the future simple tense, introduces its rules and explains the sentence structure. Students consolidate their knowledge by making future tense sentences based on the given structure. The inductive approach is completely different from the deductive approach, that is, teaching in inductive mode, students are also taught grammatical rules. However, the goal is to allow students to learn the rules from the examples provided, meaning that the students create the rules themselves. Nowadays, the inductive learning approach is more preferred by language teachers because it is more student-centered. An inductive teaching approach is a form of learner-centered discovery learning.

For example, a teacher can use or show a few examples of English grammar points and then ask students what they see. In most cases, a grammar point can be introduced by gradually introducing it by engaging students in simple conversation. the teacher guides the students The teacher writes some examples of "simple present" and "simple past" sentences on the board. Then the teacher asks the students what differences they see in the sentences. Students discuss the differences and may even try to change some simple sentences from present to past. Finally, the teacher explains the rule for converting sentences from the past to the present. Main differences between deductive and inductive approach, their advantages and disadvantages. Deductive and inductive approaches differ mainly in the teaching process. The role of the learner is differentiated by the role of the teacher and the use of a teaching metalanguage. The deductive approach is based on top-down theory, meaning that explanation of grammatical rules takes precedence over teaching. Students learn the rules well and slowly start making sentences based on the rules. In contrast, the inductive approach is based on the "bottom-up" theory. In this process, the teacher gives the students an English text and audio. Students pay attention to their texts by observing and translating focuses and begins to create the rules themselves. All students are different and learn in different ways. For example, their "needs, age, background, and level are factors that a teacher should consider when choosing an appropriate teaching strategy. Conclusion The main goal of teaching grammar is to teach students how language is structured and how to communicate orally and in writing. Deductive and inductive approaches have a common goal of teaching grammar but in different ways approaches are more desirable these days because students learn more effectively when they are actively involved in the lesson, so it is clear that the inductive approach is more ideal For example, in an inductive approach, students work in pairs or small groups to find grammar rules, but when there are a large number of students, it is difficult for the teacher to supervise the students as they work on the rules. Furthermore, as Brown (1987) pointed out, both deductive and inductive approaches to teaching and learning can be enhanced by selecting the appropriate approach based on the student's learning environment. It is known that there is no clear result for the usefulness of the two educational approaches. It is also stated that "There is no necessary or logical connection between inductive and deductive approaches to learning and any particular model of grammar. It therefore appears to depend on the personal choice of individuals or their learning style." In general, it can be said that the deductive and inductive approach differ in terms of the role of the learner and the teacher, and the use of metalanguage in teaching the grammatical element.

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