INDUCTIVE AND DEDUCTIVE METHODS

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Abstract: This article provides information about   the methods used in inductive and deductive methods in teaching students and in effective education.

Key words: Inductive method, deductive method, EFL, inductive reasoning, deductive reasoning.

Introduction: Let's start! First of all, what are inductive and deductive methods ?

When we are going to give more information about the grammar, we have two essential way that we need. These effective ways are inductive and deductive methods. Which style we employ when might depend on a variety of things, including the nature of the language being taught and the preferences of the instructor and learners. Both deductive and inductive teaching have advantages and disadvantages. However, it might be generally acknowledged that the optimum method for the EFL (English as a Foreign Languages is referred to as EFL. This typically relates to teaching English to non-native English speakers but could also apply to any situation when English is being taught to someone who speaks another languages) classroom is a fusion of the two methods.

Furthemore, by applying these methods the rules maybe any difficult regulations are taught memorably and usefully.

 "Some agreement exists that the most effective grammar teaching includes some deductive and inductive characteristics" by Haight, Heron, and Cole 2007.

So that, now we are going to learn about deductive and inductive grammar teaching. The fundamentals of inductive and deductive reasoning will be examined first, and then we will examine how this relates to grammar instruction and learning. The benefits and negatives will then be briefly discussed.

- **Inductive and deductive reasoning**

Deductive reasoning is essentially a top-down method that progresses from the more general to the more specific. In contrast to inductive reasoning, which involves drawing broad conclusions from specific facts and observations, deductive reasoning draws conclusions from facts, information, or knowledge that is already known.

To put it another way, we begin with a broad idea or theory, which we then focus on particular hypothese, which are then put to the test. Making particular observations, spotting patterns, developing hypotheses, and drawing conclusions are all parts of inductive reasoning, which takes a bottom-up method that moves from the specific to the general.

Inductive method :   general -> specific

Deductive method: specific ->   general

- **Inductive and deductive grammar learning**

When we are teaching grammar rules or learn more information about any topics or subjects, these two approaches are necessary and very useful for us. Giving learners a general rule that they then apply to concentrate language examples and refine through practice tasks is a component of the deductive approach. Before engaging in language practice, students who are using an inductive approach identify patterns and come up with their own personal " rule ".

" A deductive approach (rule-driven) starts with the presentation of a rule and is followed by examples in which the rule is applied.

An inductive approach (rule-discovery) starts with some examples from which a rule is inferred " by Thornbury, 1999.

As you can see that both of strategies are frequently used in written works. Depending on how the languages being taught lends itself, certain course books may follow one strategy or the other as a series style, whilst others may be more flexible and use both ways.

The majority of inductive learning described in course texts is supervised or scaffolded. To put it another way, exerces and questions direct the learner as they determine the grammatical rule.

- **Which approach – advantages and disadvantages ?**

Whether an inductive technique is feasible depends, perhaps, most importantly, on the character of the language being taught. When a language has distinguishing characteristics, consistency, and is straightforward to use and take in, inductive

learning is an option. An illustration of this is the fundamental varieties of comparative adjectives as illustrated above.

On the other hand, it would presumably be difficult to explain the finer nuances of using the articles (a/an, the) inductively, for instance.

The student is more involved in the learning process rather than being a passive recipient, which is why inductive teaching is generally viewed as favorable due to its learner-centered character. The learner may gain a deeper comprehension and improve the language they are learning thanks to this upped involvement.

Additionally, it might help students develop their " noticing " strategy and boost their motivation and autonomy as learners.

To put another words, inductive learning can demand more from both the teacher and the learner in terms of time and energy. In the process, it is also possible that the learner will draw the wrong conclusions or come up with a flawed rule. In addition, an inductive approach may frustrate students whose individual learning preferences and/or prior academic experiences are more consistent with learning through a more logical and teacher-centered method.

" While it might be appropriate at times to articulate a rule and then proceed to instances, most of the evidence in communicative second language teaching points to the superiority of an inductive approach to rules and generalizations" by Brow, 2007.

The inductive technique does seem to bbe generally acknowledged as being more effective in the long run, at least for some learners, despite the fact that both approaches have advantages and disadvantages and that teaching and learning grammar will inevitably include inductive and deductive methods. Are you in agreement with this ?

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