



## **COMPASS & SIGNIFICANCE OF DEDUCTIVE, INTERACTIVE, AND INDUCTIVE APPROACHES WHILE TEACHING WRITING**

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### **Abstract**

This paper is based on "Compass & Significance of Deductive, Interactive and Inductive Approach while Teaching Writing". The author believes that the study at hand attempts to apply grammatical proficiency strategies, namely inductive, deductive, and interactive, to improve learners' writing skills in grammar & their perception towards English as a link or second language. To achieve the motive of research, investigators employed specific methodologies to design a sample of students at the school level. The study utilized two groups, namely the Experimental and Control groups. This speculative group was instructed via the given techniques, after which the control group was analyzed using the conventional method. A teacher-centric approach to teaching the English language is unfavorable at a time when contemporary developments in language learning promote the implementation of interactive techniques for stimulating and maintaining student engagement. Currently, the most efficient strategies are incredibly monotonous. Learning objectives are no longer the primary focus of the lesson. A multi-skilled, student-driven, collaborative approach tailored to teach a particular grammatical topic will additionally be introduced. The investigators employed a more influential commencing approach of teaching grammar instead of the conventional way to address the key study issue of whether given methods are better, such that grammar proficiency becomes crucial for student language. Students may be enabled to improve their writing comprehension if they have reached a certain level of grammatical proficiency.

**Keywords:** Deductive, Interactive & Inductive Approach, grammatical proficiency strategies, Experimental and Control groups, teacher-centered approach, Learning objectives, and collaborative approach.

### **Introduction**

As stated by Michael (1996:275-308), language is a systematic method of communicating with one another. The laws of a language make up its structure, while its vocabulary is made up of its free components.[1] Languages are the principal method of human communication and may be passed on orally (through spoken language), visually (through sign language), or in writing (through written language). The education of English grammar is a significant obstacle not only for the instructor but also for the pupils. There is an assortment of approaches that the instructor utilizes to introduce the requirements, ability levels, and capabilities of the learners. These programs can either have a negative or positive impact on the student's achievement levels, particularly in terms of grammar and English Language learning in a general capacity. In addition to this, it will impact the perspectives that learners have an interest in studying English as a link & mandatory language. Researchers ought to be aware of the efficacy of using to fulfill their roles as educators and participants through the learning process.

### **The Motive of this Study to Explore**

- a. Adoption of grammatical proficiency teaching methodologies to the learners in Intermediate schools to teach writing skills.
- b. Whether or not there exists a discernible gap between the levels of performance attained by pupils at the level of recognition and those attained at the production level.
- c. Whether there exists a substantial gap in the levels of accomplishment between the methods of tests for experimental groups.



### **What is Grammar?**

As in the case of vocabulary and culture, grammatical structure is an important aspect of any language. This explains why the concept of grammar is such a contentious problem in the sphere of language assumption and instruction. There is a wide variety of definitions given, all of which we shall try to investigate more in the next sections. For example, grammar as how spoken language alters and blends words or chunks to construct the meaning. [2] The issue with the above definition is that it is limited to only one aspect of grammar, but it is an excellent beginning place since it simplifies the meaning for the student. Moreover, grammar is the study of the structures that may be anticipated to present a language in a better way. Despite this, grammar is the outline that dictates how the sentences of a language are constructed. Accordingly, grammar is commonly understood to be the study of the morphology and syntax of sentences. [3]

### **Why teach Grammar?**

None of us were certainly instructed in the proper grammar of our mother tongues while we were learning either of those languages. The issue is determining why anything like that does not take place for the second language. This topic is addressed and answered by Stephen Krashen (1982). [4] Who differentiates learning from the acquisition of knowledge? Formal teaching in grammar is the cornerstone of learning since it is the medium through which limited communication takes place. On the other hand, acquisition refers to the natural process through which native speakers gradually pick up their children's languages. [3] Therefore, there is no question in anyone's mind that teaching grammar to those learning a second language is necessary for a variety of reasons.

### **Strategies of Grammatical Competence**

#### **Deductive Approach**

According to Widodo the deductive approach has taken from the idea that it proceeds from a more basic concept towards a detailed one. That implies that the rules, ideas, concepts, or theories themselves are discussed first, followed by a discussion of how they should be applied. Learners use this approach, which involves studying various grammatical principles before putting those rules into practice via various activities. [5] That indicates that the students go from the broad to the specific as they progress through the material. [6]

#### **Benefits of Deductive Approach**

This method gets right to the heart of the matter and, as a result, may help you save time.

- a. Several parts of the rule, such as the form, may be presented in a way that is simpler and more understandable than being inferred from instances.
- b. Several instantly applicable examples of execution and settings are given.
- c. This method emphasizes the importance of intellectual functions in language learning, as well as the cognitive and maturity of a lot of adult learners in particular, and it treats these factors with due consideration.
- d. It validates the expectations that many students have about classroom instruction, especially those who take an analytical approach to learning.[5]

#### **Drawbacks of the Deductive Approach**

- a. It is possible to start the class with a lecture on grammar may be intimidating for students, particularly adolescents.
- b. Students of adolescent grange will struggle to grasp with topics presented, as well as the grammatical terminology that is provided.
- c. Grammar exposition supports student-fronted, transmission-type premises, which means that it will necessitate student engagement and discussion as soon as possible.
- d. In most cases, the demonstration or another kind of presentation will leave a more lasting impression on the audience than the explanation would.
- e. The logical method contributes to the widespread misconception that mastering a language requires



nothing more than a head for rules.[5]

### **Inductive Approach**

This method is derived from the notion of inductive interpretation, which asserts the development of reasoning progresses from particulars towards observations, measurements, and facts, to generalize, things like rules, laws, conceptions, and theories. [5] The inductive method is also known as the inductive strategy. Inductive learning, as defined by Nunan, involves students providing examples of language and then directing them through the procedure of guided discovery to reach the conclusion or rule is something they have discovered on their own. [7] The Audio-Linguistic Approach to the Teaching of Languages is the one that most closely resembles this technique. [8]

### **Benefits of the Inductive Approach**

- a. Students are instructed get to familiar with the rules it may enhance the learners' capacity for autonomy and self-reliance in their education.
- b. The larger extent of cognitive depth possessed by the learners is employed.
- c. Students participate actively & take an interest in the process of learning rather than acting as passive receivers of the information being taught to them. They will feel inspired after participating in this exercise.
- d. The strategy works on pattern recognition and problem-solving talents of the learners that are particularly interesting to the learners who are taking on this task.
- e. Learners are given the chance for additional language practice when the problem-solving process is carried out cooperatively.

### **Drawbacks of Inductive Approach**

- a. The approach is a full of consumption of time and energy, as it expects learners to understand the appropriate concepts of the rule.
  - b. The concepts given implicitly may lead the learner to have the wrong concepts of the rule taught.
  - c. This approach may put focus on teachers to plan a lesson.
  - d. It encourages the researcher to design data or materials to teach learners carefully and systematically.
  - e. The approach also discouraged the learners with their learning styles or past learning experiences.
- [5]

### **Interactive Approach**

An interactive approach may involve students in the session, interactive teaching, and learning tactics. It helps students to develop cumulative interpersonal ability to enhance communication, negotiation, cooperation, & understanding on different levels, as well as their capacity to coordinate together in learning tasks. Students have the chance to examine their knowledge and attitudes with their proposed systems to record information and active participation. Investigators may then use the evidence they have gathered from the students 'replies. [9]

### **Benefits of Interactive Approach**

- a. It prompts group approaches between pupils to create cooperation.
- b. It provides flexible learning.
- c. It saves time & money
- d. It has wide applicability
- e. It stimulates creativity.
- f. It provides holistic development.

### **Drawbacks of Interactive Approach**

- a. Lack of an objective evaluation.
- b. There may be difficulties in assessment.
- c. It is time-consuming for the teachers.
- d. It provides unexpected results.
- e. It cannot be applied to any lesson, on any subject.
- f. They require high costs for providing the necessary resources and it is difficult to determine the



contribution of each student because not all students get involved.

### **Significance of English Writing**

As we know veritable well English unites the important chops of reading and jotting. It also involves speaking and harkening. Good oral work enhances pupils' understanding of language in both oral and written forms and of the way language can be used to communicate. It is also an important part of the process through which pupils read and compose textbooks. It is a written language that serves numerous purposes for individualities and society as a whole and it is not limited to communicating information. [10] Through written explanation an existent can enhance cognitive functions to clarify, and support study, while at the position of society as a whole, written & spoken language serves the functions of record-keeping and storehouse of both information and erudite workhouse.

### **Different Phases of Writing**

According to Troyka jotting is divided into four types, which are narration, description, exposition, and confabulation. [11]

#### **Exposition**

It is one of four rhetorical models of converse, along with confabulation, description, and history. It is also used for speeches. The purpose of exposition is to provide to give some background and inform the compendiums about the plot, character, setting, and theme of the essay, story, or stir picture.

#### **Confabulation**

It is also called persuasion, it is the interdisciplinary study of how humans should, can do & reach conclusions through logical logic that is claims-grounded, soundly or not, on-demesne. It concluded the trades and lore of civil debate, dialogue, conversation, and persuasion. It studied rules of inference, logic, and procedural rules in both artificial and real-world settings. It includes debate and concession, which are concerned with reaching a mutually acceptable conclusion.

#### **Description**

It is also the fabrication-writing mode for transmitting an internal image or the particulars of a story. It presents a person, place, event, or action so that the anthology may picture that which is being described. Description as a fabrication jotting mode, fabrication as a form of narrative, fabrication jotting also has distinct forms of expression, or modes, each with its purposes and conventions.

#### **Narration**

It is some kind of retelling, frequently in words (though it is possible to mine a story), of a commodity that happened. Narration recounts events, maybe leaving some circumstances out because they are from some perspective insignificant, and perhaps emphasizing others. Narration shapes history (the scene of the event, the story of what happened).

### **Conclusion**

This paper sums up the discussion that grammatical competence is required in the teaching of writing English Language. Teaching grammatical competence requires highly skilled or competent teachers. It also needs to teach students how to develop writing through grammatical competence strategies (inductive, inductive, interactive).

Thus, it is suggested that much attention on the part of the government, along with resources, be directed towards improving teaching standards in learning the English Language. According to the current study, the following points have been concluded:

- a. The students of the experimental group who were taught through grammatical competence strategies have to learn more grammatical competence than the students of the control group who follow the traditional method of studying grammar.
- b. Using these strategies, students can learn to write correct grammatical sentences.
- c. Enabling students to understand grammatical competence clearly and easily.
- d. It also increased the students 'motivation and participation in the class.
- e. Using the deductive strategy helps students explain the topic and give examples without the



teacher's help.

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