

Teaching Grammar: A Comparison between Schools and University

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Abstract

Teaching grammar has been a concern for teachers for the reasons that grammar is an important area in language learning and also is considered a difficult skill to handle in ESL classrooms. The objective of the study is to identify the methods of teaching English grammar at a university and two selected schools. For this purpose, fourteen teachers from two local schools and ten university teachers at the university were selected using a convenient sampling method to participate in this research. Mixed methods research design comprising a questionnaire survey and classroom observation was used to collect data. In addition to these methods, further data were also obtained from focused group discussions with teachers. The findings revealed that there are differences in the approaches adopted by teachers to teach grammar in the university and schools. The university teachers had more understanding of grammar teaching approaches, whereas the school teachers lacked that knowledge. The study also revealed that adopting the most effective method of teaching grammar to the students depends on some factors such as the topic of the grammar taught, the language proficiency of the students and the availability of teaching resources. The study suggests that further research should be conducted with students of different language proficiency levels to investigate the impact of these two approaches to teaching grammar using an experimental research design.

Keywords: Grammar teaching, Deductive approach, Inductive approach, ESL teachers, University

1. Introduction

Though the importance of teaching grammar in ESL (English as a Second Language) classes has been debated over the years (Richard & Renandya, 2002), presently, in Sri Lanka, teaching English grammar has gained a prominent position in second language classrooms, and it is agreed that without a good knowledge of grammar, learners' language development will be severely constrained (Thornbury, 1999). Moreover, the focus of the debate is now on how grammar should be taught. Richard and Renandya (2002) suggest that current discussions in the field of teaching grammar are no longer based on whether grammar should be taught or not, but rather on questioning how we should go about teaching grammar items in the most effective way. Several studies have been undertaken to identify a suitable method of teaching grammar in ESL classes.

This paper examines the teachers' perception of teaching grammar and the methods or approaches they use to teach grammar. More importantly, within the focus of the study, two approaches to teaching grammar are

examined: deductive vs inductive approaches in two selected schools and university and the perception of teachers on teaching grammar. Grammar is an important part of language learning in order for students to have a functional knowledge of a language. Thornbury (1999) describes the two functions of language, such as (i) understanding the form of the language, that is the structural knowledge and (ii) understanding the function of the language, which means the discourse of the language.

Grammar has been defined in different ways in the literature. Cowan (2012) defines grammar as a set of rules that describe how words and group of words can be arranged to form sentences in a particular language. Zhang (2009) points out that grammar is considered to be the sentence-making machine of a language and the knowledge of grammar gives the learner the ability to create a countless number of original sentences. Moreover, he states that grammar is essential as it provides the basis of communicative competence for writing, speaking, reading, and listening. Zhang further highlights that grammatical competence is one of the communicative competencies after all (ibid).

Navaz and Sama (2017) investigated the teaching and learning of grammar in Sri Lankan context. They explain that traditionally in Sri Lankan context teaching English means teaching tenses and focusing on the word classes such as verbs, nouns, adjectives, adverbs, etc. Also, English classes in schools usually give more importance to grammar rules. They have also explored that the teaching pattern has been changed later with the instruction of communicative language teaching which maintained the balance among different skills such as writing, reading, grammar, and vocabulary skills. They conclude that students in their study preferred to learn grammar but at the same time they also felt that learning grammar was boring if it is taught alone. As a result, they suggest grammar should be taught inductively.

To date, different instructional approaches have been proposed to teach grammar. As Johnson (2013) explained, the deductive approach is simply the traditional way of teaching grammar, which has been in practice for many decades. In this approach, the learners are first given a rule and then the teacher provides some examples pertaining to the topic. According to Hejvani and Farahani (2018), the deductive approach to language learning, in which a grammar rule is explicitly presented to students, has gained an important place in language teaching around the world and still enjoys a monopoly in many coursebooks related to course and self-study grammar books. On the other hand, Negahdaripour and Amirghassemi (2016) provide a definition for the inductive approach of teaching grammar stating that its main emphasis is on noticing the patterns of rules through exposure to several examples and using more indirect approaches. This complements the definition of Chopra (2012) that the inductive approach of teaching systematically produced intentional concept descriptions.

The present study tries to investigate the attitudes of English teachers towards teaching grammar and approaches they adopt to teach grammar in ESL classrooms at the South Eastern University of Sri Lanka and at two of the local schools. Hence, the following three RQs were used in this study.

1.1 Research Questions

This study tries to answer the following questions:

1. What are the attitudes of the university and school teachers in teaching English grammar?
2. What methods do the university and school teachers use to teach grammar to ESL learners and what are the underlying reasons?
3. What do the teachers think would be the effective way to teach grammar?

2. Literature Review

2.1 What is grammar?

Many linguists have explained the term grammar from different perspectives. This understanding of grammar may affect the way of grammar teaching of language teachers. Usually, linguists consider grammar as simply the collection of principles that define how to put together a sentence. Dalil (2013) defined grammar as a branch of the vast field of linguistics and the system of rules that are implicit in a language and viewed it as a mechanism for generating all sentences possible in that language. Thornbury (1999) viewed grammar as not only the system that covers the level of morphology and syntax but he was also concerned with the system that covers all the possible forms of a language such as sound, word, sentence and text. He further accounted that grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar is considered exclusively with the analysis at the level of the sentence. Thus, grammar is a description of the rules that govern how sentences of the language are formed (ibid). Therefore, the ability to recognize and produce well-formed sentences is important for ESL learners.

2.2 Methods of teaching grammar

Grammarians divide English grammar into two main types. They are the prescriptive and descriptive grammar. Prescriptive grammar tells what is right and what is wrong, whereas, the descriptive grammar describes the way that people actually use languages. Reynolds (2019) explains that prescriptive grammar describes when people focus on talking about how a language should or ought to be used. In a similar way, prescriptive grammar tells us how we should speak, and what type of language to avoid. This is commonly found in English classes as well as other language classes, where the aim is to teach people how to use language in a very particular (typically described as 'proper' or 'correct') way. Descriptive grammar, on the other hand, focuses on describing the language as it is used, not saying how it should be used.

Cowan (2012) argues that although there is a general agreement on the value of teaching grammar, there is a debate on whether the instruction should be explicit or implicit. He furthermore explains that in explicit grammar teaching, the rules are explained to learners, or the learners are directed to find the rules by looking at linguistics examples, that is the sentences that embody the rules. He further explores that most of the English textbooks are in the usage of the style of explicit grammar teaching called deductive instruction, in which different structures are presented and then practised using different kinds of exercises and activities including memorizing, reading simplified texts, doing transformation activities in which one grammatical structure is converted to another and getting explicit negative feedback (correction of errors by teacher). Implicit grammar teaching, on the other hand, makes no overt reference to rules or forms. Cowan expands his explanation on implicit instruction stating that the alternative to deductive grammar presentation is inductive instruction. This involves having students formulate rules from natural language, and it is perhaps more useful in teaching intermediate and advanced students (ibid).

2.3 Deductive and inductive approaches to teaching grammar

A deductive approach simply commences with the presentation of a rule and is followed by examples in which the rule is applied (Thornbury, 1999). The deductive approach is the approach where it lies in the place of explicit grammar teaching. Accordingly, Swan (2010) diagnosed that language teaching does mean teaching language: making sure that students are exposed to the highest priority language forms (words, fixed phrases,

structures, aspects of pronunciation) that they learn and practise these forms, and that they become skilled at using these fluently and appropriately.

There are several definitions describing the term deductive approach. Mahjoob (2015) defines that the deductive approach derives from deductive reasoning where the concept goes from general to specific. Rules, patterns, principles are presented first and then moves to the examples. The deductive approach is related to conscious learning. This method tries to place a great emphasis on error correction and the presentation of explicit rules. The deductive approach is often used with adult learners (Hmedan & Nafi, 2016). Thornbury (1999) explored that the deductive approach to language teaching is traditionally associated with grammar translation method. The reason why grammar translation method has fallen into the method of deductive grammar teaching is because typically a grammar translation lesson commenced with an explanation of a grammar point. Then, practice activities followed which involved translating sentences out of and into the target language. Gorat and Prijambodo (2013) viewed that deductive approach of teaching English grammar refers to the style of teaching students by introducing the grammatical rules first, and then applying them by the students. This means that a teacher works from the more general to the more specific in the deductive approach which is also called a "top down" approach.

In the deductive approach, rule is presented and the learner engages with it through the study and manipulation of examples. In an inductive approach, on the other hand, without having met the rule, the learner studies examples and from these examples derives an understanding of the rule (Thornbury, 1999). Further, Thornbury explains that inductive lessons normally begin with examples where rules are inferred from them. The inductive approach, therefore, is called discovery learning. Inductive approach to grammar teaching is seen as natural route to learning. This method is strongly identified with methods of second language instruction that model the natural approach. Harmer (2007) claims that if language can be acquired in a subconscious way through implicit learning, which is a similar concept of inductive learning, then presumably there is very little need for explicit teaching of grammar and vocabulary.

Mahjoob (2015) admits that inductive instruction is a much more student-centered approach and makes use of a strategy known as 'noticing' in which the teacher would present the students with a variety of examples for a given concept. Teaching grammar to students through inductive approach can also be taught from different contexts. This idea is implied by Gorat and Prijambodo (2013) who describe that the learners are first shown many examples that contain certain grammatical structures in different contexts and they have to work out the rules by themselves. Next, the learners apply the rules with various exercises and in different contexts to learn how they actually work in real language use.

Sik (2015) carried out a study with 190 university students from various departments at Erzinan University in Turkey and 10 English university teachers from different educational institutions. The students were divided into two groups, inductive and deductive and a pre-test was administered. Following this, the grammar topics were taught inductively and deductively to the groups for four weeks. At the end of the instruction, a post-test was carried out. The results of the study revealed that deductive grammar teaching was slightly more effective than inductive grammar teaching considering the performance of the students. This study showed that adult learners feel more relaxed while learning grammar deductively. Another main finding of the study was that university teachers feel better when they teach grammar deductively.

Emre (2015) explored the effects of inductive and deductive grammar instructions on the acquisition of conditionals and relative clauses in three aspects: written production, i. e. grammar accuracy in writing tasks, grammar test scores and students' and the instructor's perspectives. The study was carried out with 38 intermediate level EFL (English as a Foreign Language) students. During a four-week period, one instructor taught grammar to the two groups. In the inductive group, the students worked on consciousness-raising tasks to discover the meanings and rules of the target grammatical structures. Later, they received feedback from the instructor. In the deductive group, the instructor explained the meanings and the rules of the target grammatical structures directly. According to the study, the grammar pre and post-test scores did not reveal a statistically significant difference between the scores of the two groups. Furthermore, there was not a statistically significant difference between the writing tasks of the two groups in terms of grammar accuracy. The questionnaire administered in the inductive group implied that the learners generally had positive perspectives on inductive learning. The interview conducted with the instructor revealed that she regarded inductive approach as a more interactive but less practical way of teaching grammar. Nevertheless, she preferred inductive teaching on the condition that the students were motivated and the target structures were new to them. In light of these findings, teachers and material developers might consider including both approaches in their practice.

In a study conducted by Hejvani and Farahani (2018), German adults were selected as a sample group and some chosen grammar topics were taught both inductively and deductively. The test results showed that both methods helped the students improve almost equally. Mallia (2014) conducted a study to find which approach is effective out of the two approaches. For this, the written performances of two student groups were measured after they had been taught using both approaches respectively. The findings revealed that learners overwhelmingly preferred the deductive approach. Hmedan and Nafi (2016) also concluded from their study that there were no any significant differences between the two methods.

The review of the literature reveals that both deductive and inductive methods have been used to teach grammar lessons. Some researchers appear to be suggesting that the deductive approach is more comfortable to teach and learn grammar, while others argue that the inductive approach is more suitable for the learners who are already familiar with the language. Moreover, the methods of teaching grammar differ according to the preferences of the learners, the language proficiency of the students and the grammar topics taught.

In Sri Lanka, deductive approach seems to be popular but studies that investigate the methods of teaching grammar in Sri Lanka are rare. Hence, this study investigates the method of teaching grammar along with the perception of the teachers at both university and schools.

3. Methods

This study used mixed methods approach. A questionnaire survey and interviews were held with the teachers. Several instruments were used in this study. Questionnaires and classroom observation were the main instruments used in this study for gathering data. In addition, interviews with staff and focus group discussions were held to get further data. Four grammar lessons of the university staff and three lessons conducted by the school teachers who consented were observed by the co-author. She took notes of important events or activities while observing the classes in order to clarify the matters later in the discussions.

The study was conducted at the South Eastern University of Sri Lanka and at two local schools in the vicinity of the university. The participants in the study were 15 ESL instructors attached to the Department of English Language Teaching including the temporary staff members. This was a convenient sampling and except for two lecturers all the others were instructors and their experience of teaching ranges from 2 to 10 years. They all are referred to University Teachers (UTs) hereinafter. In addition, two local schools in the vicinity of the university were selected and the available ten English teachers in the schools were also selected as respondents. They are called School Teachers (STs) in this study. The informed consents from UTs and STs were obtained and formal approvals from the school principals were also obtained.

The UTs comprised 12 female staff and three male staff, while out of ten STs eight were females. The first language of all the participants in the study is Tamil and English is used as their second language. The data collected through questionnaires and interviews were analysed using simple descriptive methods.

4. Findings

Findings are presented according to the Research Questions.

RQ1. What are the attitudes of the university and school teachers in teaching grammar?

A majority of the university teachers (81%) and school teachers (87%) responded that teaching grammar is important for language learning. Only a few had the idea that communicative use of language is important than teaching grammar.

UTs revealed the following in the discussions.

¹UT1: *“Grammar must be integrated into each language lesson, because learning a language requires grammar and students cannot properly learn it without adequately mastering its rules”.*

UT2: *“Teaching grammar is important since there is a need for students to integrate grammar with other skills as well. Further, it is important to teach grammar for the accurate production in speaking and writing skills”.*

UT3: *“Teaching grammar is important since it is the language that makes it possible to communicate”.*

Similarly, STs also had the same view that grammar should be taught to the students.

ST1: *“For me teaching language is teaching the grammar of the language. Grammar is about how to use language in use. So, grammar should be taught and learnt”.*

ST2: *“Grammar knowledge is very important for the students. Because, this helps them to construct a simple sentence without mistakes.”*

The majority university teachers stated that teaching grammar through communicative activities is important.

¹ UT1, UT2... refer to university teachers while ST1, ST2 ... refer to school teachers. The word ‘teachers’ commonly refer to both university and school teachers. The number is assigned to order the responses but does not refer to any particular teacher.

UT4: “I prefer to teach grammar to my students but they do like to learn through communication.”

UT5: “I prefer teaching through communication than by teaching through rules.”

In addition, the perceptions of teachers towards different classroom practice in teaching grammar were obtained and are presented in Table 1 below. The majority of the UTs feel that teaching grammar through communicative activities is preferable, while the STs prefer teaching by way of directly presenting grammar rules. For example, 82% of the UTs prefer to teach grammar through real life tasks. In another way, they prefer inductive approaches. On the other hand, 100% of the STs prefer to teach grammar through formally presenting rules.

Table 1: University and school teachers’ perceptions towards teaching grammar

Statements	UTs’ views on the importance of grammar %					STs’ views on the importance of grammar %				
	SA	A	N	DA	SD	SA	A	N	DA	SD
Teaching the students through real life tasks is the best way for students to develop their grammatical knowledge	64	18	18	-	-	12	38	38	-	-
Students can learn grammar through exposure to language	46	18	36	-	-	12	50	38		
Formal instruction helps learners produce grammatically correct language	28	36	36	-	-	75	25	-	-	-
Students can improve their grammatical accuracy through frequent practice of structure	36	55	9	-	-	50	50	-	-	-
Students need a conscious language of grammar in order to improve their language	18	64	9	9	-	25	63	12	-	-
Students learn grammar more successfully if the rules are presented explicitly	18	46	36	-	-	88	12	-	-	-
Form-focused teaching helps students improve their grammatical knowledge	9	55	27	9	-	88	12	-	-	-
I believe that teaching a language means simply a case of knowing the rules	9	36	46	9	-	38	50	12	-	-

SA- Strongly Agree; A – Agree; N – Neutral; DA- Disagree; SD – Strongly Disagree

RQ2. What methods do the university and school teachers use to teach grammar to ESL learners and what are the underlying reasons?

One of the objectives of the study is to identify the grammar teaching methods (deductive vs inductive approaches) at the university and schools. In the survey, the teachers’ awareness of inductive and deductive

approaches of teaching grammar was found. It was revealed that UTs have higher awareness of these methods compared to the STs. School teachers did not have an awareness for these two approaches. The university teachers explained that they have a clear understanding of teaching grammar to their students through deductive and inductive approaches, while school teachers did not have any awareness of them.

Responses from the UTs illustrate this:

UT1: *“Inductive grammar teaching is teaching students through examples and deductive grammar teaching is teaching the students through rules.”*

UT2: *“Teaching the rules of the grammar is deductive and teaching examples of the rules is inductive and then students involve in discovering the rules”.*

The responses of the school teachers, in contrary, reveal their lack of awareness or knowledge.

ST1: *“I am not familiar with these terms”.*

ST2: *“Sorry, you mean presentation practice and production?”*

ST3: *“I teach my students through Presentation, Practice and Production and not by any other methods”.*

From the responses of the STs, it is evident that they are not familiar with the deductive or inductive methods but they are aware of a teaching method called ‘PPP method’. That is, presentation, practice and production, which is one of the models used for the presentation of grammar of a new language. This PPP method was traditionally considered to be associating with the deductive approach. However, Thornbury (2002) later exemplifies that using the PPP model, grammar lessons could be taught inductively.

From the study, it was apparent that UTs use both inductive and deductive approaches to teaching grammar. Nearly half of the UTs responded that they used inductive approaches to teach grammar. This agreement coincided with their postgraduate trainings. All those UTs who agreed that they practised inductive approach have already followed a postgraduate degree in TESL (Teaching English as a Second Language) or are currently following the programme. Moreover, the rest of the UTs declared that they used both inductive and deductive approaches.

At schools, this situation was different. The STs did not understand the terms ‘deductive’ or ‘inductive’ approaches because they were not exposed to these methods of teaching. One-third of the STs were diploma holders who followed a two-year diploma programme which includes some basic language and methodological skills. A majority of the teachers responded “No idea” of the methods they used to teach grammar. Even though two of them had reported that they used the deductive method, in the subsequent interview they could not explain what they meant by the deductive approach.

UTs stated the following regarding the method they used to teach grammar.

UT1: *“Both inductive and deductive. Mostly my approach depends on the level of the students and the content.”*

UT2: *“Both. It depends on the students’ capacity and the concept.”*

UT3: *“I use both methods for teaching grammar as it is much helpful for the students to learn grammar easily and keep it in mind.”*

UT4: *“I use both deductive and inductive approaches according to the topic of the lesson.”*

Some UTs prefer to teach grammar through inductive approach. Most of them responded that teaching grammar through inductive approach depends on the level of the students and the topic of the grammar. The responses given by the university teachers who preferred to teach grammar using inductive approach are as follows:

UT1: *“I prefer teaching grammar using inductive approach rather than explicit teaching. But, in some cases explicit teaching takes place based on the grammar topic I teach. But, I use both”.*

UT2: *“Usually, I use inductive approach to teach grammar topics”.*

From the findings, it is obvious that a majority of the university teachers used both deductive and inductive approaches to teach grammar while a few of them preferred to use inductive approach.

RQ3. What do the teachers think would be the effective way to teach grammar?

The teachers were asked about the most effective method of teaching grammar. The results indicate that 64% of the UTs responded “Depends”, whereas 27% of them responded “Inductive” method. Only 9% reported that deductive method would be effective. UTs believed that choosing the method of teaching grammar depends on the content and the language proficiency of the students. Further, the responses received from the STs indicated that 75% of them responded “No idea” to the question “What do you believe is the best method to teach grammar?”, whereas only one fourth (25%) of the teachers responded “Deductive” method. This finding clearly shows that the majority of the STs did not have an understanding of the approaches to teaching grammar.

Table 2: The effective method to teach grammar

Items	UTs	STs
Deductive	9%	25%
Inductive	27%	0%
No idea	0%	75%
Depends on the content to be taught and the language proficiency the students	64%	0%

Moreover, in response to the question asked about the most effective approaches to teach grammar, the university teachers responded that the most effective method to teach grammar depends on a few factors, as given below:

UT1: *“There is no method that can be said as the most effective one. Both methods are effective in their usage. Some methods are effective for some grammar topics while some are effective for teaching some other grammar topics”.*

UT2: *“I use both methods to teach grammar because each method is effective one for particular grammar topics. And the effectiveness of the methods also depends on the level of the students”.*

UT3: *“The best method to teach grammar depends on the different grammar topics”.*

UT4: *“As per my experience both methods are effective one to teach grammar for the students. But, the most effective method depends on several factors such as grammar topic, level of the students and the materials available”.*

UT5: *“Both methods are effective one according to the situation. I teach grammar inductively in absence of handouts or teaching modules. And I teach grammar deductively if there are enough handouts to teach”.*

UT6: *“There are some topics of grammar to teach inductively and deductively. Not one method is effective one to teach all the grammar topics”.*

Two of the responses of the university teachers indicated that inductive approach is the most effective method to teach grammar. The particular responses are as follows:

UT1: *“Inductive approach is the most effective method than the deductive approach. Because, when I teach using inductive approach, I could see more benefits than using deductive approach”.*

UT2: *“Comparatively I could say that inductive approach is more effective and successful one to teach grammar for the students”.*

5. Discussion

The study revealed interesting insights into teaching grammar to the students through deductive and inductive approaches from the perspectives of UTs and STs. Moreover, the participants suggested the most effective method to teach grammar to the students at the university and the schools from their own perspectives.

The results of the study indicate that UTs preferred teaching grammar inductively. In another way, teaching by focusing on real life tasks is important and plays a crucial role in developing students' grammar knowledge. On the other hand, STs' view is that teaching the rules explicitly focusing on forms helps the students develop their grammatical knowledge. The findings also revealed that the majority of the university teachers were familiar with the deductive and inductive approaches of teaching grammar, while the school teachers were not familiar with these terms. It is also notable from the qualitative data collected that the school teachers were familiar with PPP (Presentation-Practice-Production) model of lesson delivery which is one of the models used for the presentation of grammar.

Previous studies indicated that both inductive and deductive approaches are suitable to teach grammar and therefore teachers tend to use inductive approach (Kaur & Niwas, 2014) or use deductive approach to teach grammar (Erlam, 2003; Sik, 2015). There are also studies that indicate that teachers use both inductive and deductive approaches to teaching grammar as both methods have their own pros and cons (Emre, 2015; Hejvani & Farahani, 2018; Hmedan & Nafi, 2016; Mallia, 2014).

The study conducted by Sik (2015) provided contrasting results from the current study. The results of the study suggested that teaching deductively would be a more preferred way for language instructors than teaching inductively.

Kaur and Niwas (2014) investigated the methods that teachers taught grammar to their students. The findings indicated that most of the teachers tended to teach grammar through inductive approach than the deductive approach because they felt that teaching grammar through inductive approach yields better results when comparing with deductive approach.

On the other hand, in this study, almost all the STs used deductive approach to teach grammar to their students. It is also revealed in the study that STs' showed their interest to teach inductively when they have heard about the inductive approach. Further, they could not use the inductive approach previously due to their lack of knowledge of the approach. Though school teachers have more teaching experience, they practice deductive approach to teach grammar. However, they practice this without knowing the technical details of the approaches.

It was found that the university teachers taught grammar inductively. They not only commenced their classes by giving examples of the rules, but also some of them used elicitation techniques to brainstorm the rules of the grammar from students. In addition, some of the UTs were using activities at the beginning of the class to teach the rules of the students inductively. It was also revealed by the UTs that the method used to teach grammar depended on the content taught and language proficiency of the students.

The preference of the UTs indicated that the majority of the UTs preferred teaching grammar through inductive approach than the deductive approach while most of the STs preferred teaching grammar deductively and a very few of them preferred to teach grammar inductively.

Similar results were obtained from the research conducted by Hejevani and Farahani (2018) that both methods helped the students get improved almost equally. It can be concluded from the outcomes of the present study that the distinction between the inductive and the deductive approaches is not always apparent in practice. Even though this study was conducted with limited samples and with a focus only on teachers, this study reveals some important findings as explained below in the conclusion.

6. Conclusion

This study revealed the perception of university as well as school teachers on teaching grammar to ESL students. Both categories of teachers agreed on the importance of teaching grammar but only the methods used to teach grammar differ. The UTs preferred and had the knowledge of inductive approach to teaching grammar which uses communicative activities from which grammar rules are derived. On the other hand, STs seemed to be using deductive approach but their knowledge of these two approaches were lacking. The only popular teaching method they knew was the PPP model. This study brings to light the fact that to teach grammar, which is being a necessary but boring skill among ESL students, a mixture of both inductive and deductive approaches would be useful. The study also revealed that what approach to be used for teaching grammar should be decided by the content and the language proficiency of the students. This fact should be understood by the ESL teachers both at universities and schools. In addition, the secondary school teachers should be trained with these two approaches as part of their professional development trainings. Hence, the

future studies should focus on measuring the impact of both inductive and deductive approaches through students with experimental design.

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