



زانکۆی سەلاحەدین - ههولير  
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## **Deductive AND Inductive Two ways of teaching grammar**

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## **Abstract**

The purpose of this study is to learn about the grammar teaching methods utilized in Erbil's secondary and high schools. my research questions about How grammar is taught in secondary school? Is the method used inductive or deductive? This research consists of four major sections, each is devoted to a different purpose. Section one is the introduction of the research and it also presents the title, the aims, the problems, the research question, the hypothesis of the study, the limitation, and the significance of the study. Then comes section two which focuses mainly on the definition of grammar and the role of grammar in the class and focused on the approaches to teaching grammar: And, the third one, is prepared for the practical part of the study which includes the participants, the last section is the analysis of the data. In this study, a quantitative method of research was used in the form of a questionnaire. The collected data were implemented to be analyzed to teach grammar approaches.

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## **Section one: Introduction**

### **1.1. The Aim of the Study:**

This research aims to find out the method of teaching grammar used in secondary and high schools in Erbil.

### **1.2. Research question**

How grammar is taught in secondary school? Is the method used inductive or deductive?

### **1.3 The Problem of the Study:**

Many English language students and learners have problems in understanding Grammar because students cannot memorize and understand Grammar rules. Grammar teaching ways are different from one teacher to another. English grammar is not easy to learn for both native and non-native speakers. There are so many obscure rules and exceptions that make it difficult for the learners to understand this aspect of language. Teachers have used various approaches to teaching grammar so that the learners can better absorb these rules and exceptions better and can use them efficiently in real-life situations. These two approaches are not very common among students and teachers so we want to explain and study them and they're for both teachers and students.

### **1.4. The Limitation of the Study:**

Because of the scale of the research, this study is limited to a small number of participants for data collection.

### **1.5. The significance of the study:**

These two ways are not often used by students or teachers; therefore, the researcher would like to explain and research them. They're appropriate for both teachers and students.

## **Section two: Literature review**

### **2.1. Definition of grammar:**

the term grammar derives from the Greek word Grammatik meaning the art of ‘writing’. Since then, this term has been used in a slightly different way by linguists as part of a system of language. Defining the term “grammar” is very important for all educators who teach grammar to initially comprehend its meaning and subsequently consider what they teach as “grammar”. Conventionally, grammar is defined as "the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language" (Cowan, 2009, p. 3). Grammar has been characterized by Crystal (2004) as the structural foundation which enables people to express their thoughts. Awareness regarding how grammar works allow learners to monitor the meaning and efficiency of how a language is used among people by helping foster accuracy, identifying vagueness, and exploiting the variety of expressions in English. Grammar helps learners develop and explore various ways and alternatives to expressing themselves in English. Also, “Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence”. Knowing the meanings of the words without being able to convey the intended meaning in communication is not enough, however, speakers can convey a comprehensive and meaningful message when grammatical rules are applied in a conversation.



In EAP, grammar is an essential element as vocabulary items cannot be held together within the text without grammar (Crystal 2004).

## **2.2. The Role of Grammar in the class:**

Apart from teaching methods, the role of grammar in language teaching is also an interesting topic. According to R. Ellis, two issues have dominated the language teaching field for many years. First, should we teach grammar at all?" and second, if we teach grammar, how should we teach it?" Naturally, there has been little agreement on both issues. As for the first question, R. Ellis brings in Krashen who holds the view that grammar teaching does not bring about acquired knowledge that is "needed to participate in authentic communication and language instruction, thus, seems rather pointless. R. Ellis himself, on the other hand, claims that grammar instruction guides and facilitates second language acquisition though not "in the way teachers often think it does, it has a "delayed" effect, he argues, rather than an "instant effect" ("Grammar Teaching"167).

According to Azar (2007), the role of grammar is to "help students discover the nature of language, i.e., that language consists of predictable patterns that make what we say, read, hear, and write intelligibly without grammar, people would have only individual words or sounds, pictures, and body language to communicate meaning. Moreover, effective grammar instruction can help students use this knowledge as they write. Through the connection from oral language