

Deductive approach

Students have a quite passive role in these lessons, above all at the beginning, when the teacher is giving the explanation and they just listen to it (or at least they are supposed to pay attention).

After the explanation learners are supposed to understand the rule, memorize it and be able to put it on practice by providing more examples and applying the rule to new sentences. They can personalize the rule so they can understand or memorize it better.

Learners go through an analytical learning process.

Inductive approach

Learners take a more active role with this approach. They study the examples without knowing the rule (while in the deductive way they saw the examples once they knew the rule). They are asked to observe the data presented by the teacher and basing on those observations they must make the generalization; they use the examples to form the rule. Later on they are asked to provide more examples.

Students take the role of researchers since they have to discover a rule, to solve a problem that has been presented to them. This approach requires mental effort for the learners.

CONCLUSION

In conclusion, once we know the teaching and learning techniques of these two approaches, the role the teacher and the students take, and their advantages and disadvantages, it is obvious that teaching a language often involves both inductive and deductive learning. These two approaches are, sometimes, complementizing each other. When you reach the general rule (by an inductive reasoning), it may be correct and it can happen that the exception exists; in that case, the teacher will use the deductive approach to explain it. Therefore, sometimes the inductive approach makes you use the deductive one in order to explain the exceptions since it is for reaching the general rules or abstractions, but not so useful to find out the exceptions.

If possible, it is better to use the inductive approach, since it makes the students think and make their own rule; this way they memorize, learn and remember it better. However, the deductive approach will also be welcome when necessary, and using different teaching ways is not so boring for the students.

Bibliografía

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