ISELT-4
2016

BEST PRACTICE IN TEACHING ENGLISH GRAMMAR TO UNIVERSITY STUDENTS: DEDUCTIVE, INDUCTIVE, OR COMBINATION OF BOTH?

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Abstract
Universities preparing future English teachers in Indonesia usually put English grammar courses in their curricula. The courses are usually given at the first to the fourth semester and with wide material coverage. Some made it discrete in a course. Some made it integrated with skills of English language. Grammar as a part of language knowledge should be mastered well by students at university especially the future English teachers. Future English teachers who have lack of English grammar knowledge will face difficulties in performing English in spoken and written. Therefore, they should be taught using an appropriate approach of English grammar teaching so that they will have a thorough mastery of the grammar. In contrary, the students should also give more effort in mastering the grammar by reading more materials related to grammar and practicing the rules in spoken and written. Currently, there are two major approaches widely used in teaching English grammar: deductive and inductive. The effectiveness of two approaches is still in debate until today. Some teachers prefer to use the deductive approach, while some others prefer the inductive one. Which approach works well to university students: deductive, inductive, or combination of both? In this article, the writer will discuss about the two approaches, the pros and cons, and the example of an approach which combines both deductive and inductive approaches. The approach named story-based approach which will be more beneficial for the university students in the process of learning English grammar.

Keywords: English grammar, deductive, inductive, story-based approach

1. INTRODUCTION

In the process of learning a new language, one cannot be away from learning the grammar. Learning language means learning the grammar. Greenbaum and Nelson (2002) define grammar as the set of rules that allow people to combine words in a language into larger units. In addition, Derewianka in Emilia (2014) defines grammar as a way of describing how language works to make meaning within a particular culture. Similarly, Feez and Joyce in Emilia (2014: 5) defined grammar as "the system of patterns we use to select and combine words. Grammar makes it possible for us to write a text which expresses our experiences, ideas, thoughts, and feelings". Furthermore, Feez and Joyce in Emilia (2014) said, "if we use language, we use grammar. Grammar is the power house of a language. When we use grammar we combine words in patterns which make particular meaning.

Meanwhile, Thornbury (2004) defines grammar as the study of what forms (or structure) are possible in a language. It is a description of the rules that govern how a language's sentences are formed. In relation to language teaching, Thornbury (2004) argues that grammar is a description of the regularity in a language, and knowledge of these regularities provides the learner with the means to generate a potentially enormous number of original sentences.

Based on those opinions, it can be inferred that grammar is the system of a language that regulate the arrangement of words and phrases in a sentence. This system comprises of the system of sounds or written symbols and the system of meaning. Knowing how words are supposed to be arranged in a sentence of a language will give benefits to the language users or the learners.

The English grammar learners get some benefits from learning the English grammar or the knowledge of English grammar. Borjars and Burridge (2010) say that knowledge of English grammatical structures is useful when someone learns the grammatical structure of another language or whenever someone has to teach them to others. Similarly, Greenbaum and Nelson (2002) mention several benefits of learning English grammar. First, the recognition of grammatical structures is often essential for punctuations. Second, a study of one's native grammar is helpful when one studies the grammar of a foreign language. Third, it is helpful in the interpretation of literary as well as nonliterary texts since the interpretation of a passage sometimes depends crucially on grammatical analysis. Fourth, it is useful in composition.

In further, Ellis in Hinkel and Fotos (2002) mentions that grammar learning and acquisition can enhance learners' proficiency and accuracy and facilitate the internalization of its syntactic system, thus supplementing the development of fluency. Other benefits of learning English grammar were proposed by Derewianka in Emilia (2014) who mentions that learning English grammar has the following benefits: (1) to reflect on how the English language works, (2) to have a shared language for talking about the main features of the English language, (3) to understand how grammatical structures creates different kinds of meaning, (4) examine pattern of language and word choices to critically analyze texts, (5) to be able to use language effectively, appropriately and accurately. In further, she argues that a knowledge of grammar can help learners to critically evaluate their own text and those of others, e.g. identifying point of view; examining how language can be manipulated to achieve certain effects and position the reader in a particular way; knowing how language can be used to construct a particular identity or a particular way of viewing the world.

Considering the various definitions and the benefits of learning English grammar above, it is important to know how it should be taught to university students and what the best practice in teaching grammar to university level students in the context of English as a foreign language especially in Indonesia is. In this paper, the discussion will be started by looking at the emphasis on grammar in language teaching, then followed by revisiting the approaches used in teaching English grammar and proposing best practice in teaching grammar in the current communicative language teaching era.

2. DISCUSSION
Emphasis on Grammar in Language Teaching Approaches

In regard to the emphasis on the teaching of grammar in language learning, it will be useful to trace back to the early period of approaches used in language teaching before today. The emphasis on grammar among the approaches in language teaching is described in the following figures which proposed by Thornbury (2004:21):

Zero Grammar   Heavy grammar
                                              Emphasis

Natural approach   Audiolingualism   Shallow-end CLT Grammar
Deep-end CLT   Direct Method   Translation
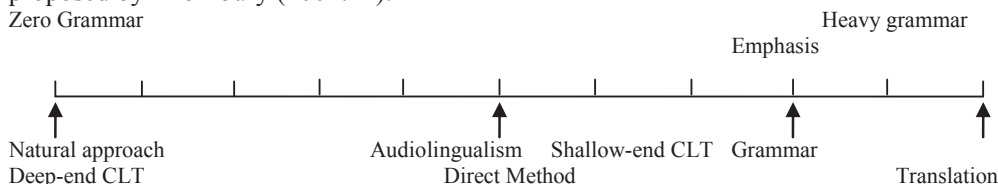
Figure 1: Emphasis on grammar in language teaching (Thornbury, 2004:21)

The heavy emphasis on grammar in language teaching was started in the period of Grammar Translation Method. At this period, grammar was used as the starting point for instruction and the lesson was began with an explicit statement of the rules, followed by exercises involving translation into and out of their mother tongue (Thornbury: 2004). In this grammar translation method time, Larsen-Freeman (2008) mentions that grammar was learnt for the purpose of helping students to read and appreciate foreign language literature.

After the Grammar Translation Method, then came the Direct Method. At this time, according to Thornbury (2004), the language teaching priority was on the oral skills and the explicit grammar teaching was rejected. The learners picked the grammar in much the same way as children pick up the grammar of their mother tongue that is simply by being immersed in language teaching.

In further, at the Audiolingualism time, the grammar teaching was strictly rejected. Audiolingualism considered language as simply a form of behavior, to be learned through the formation of correct habits. The Audiolingualism syllabus consisted of a graded list of sentence patterns, which although not necessarily labeled as such, were grammatical in origin. At this time, the distinguish feature of Audiolingual classroom practice was pattern-practice drills. At the same time as the Audiolingualism, came the Natural Approach which was brought by Chomsky who claimed that language ability is not a habituated behavior but an innate human capacity, therefore, formal instruction was not necessary (Thornburry: 2004). The Natural Approach replicated the conditions of first language acquisition and grammar was considered not relevant.

After the period of Audiolingualism and Natural Approach, Communicative language Teaching emerged in 1970s. Richards (2005) called this period as the Classic Communicative Language Teaching with the emphasis on the use of language communicatively. At this time the goal of learning a language is to have good communicative competence. Even though CLT focused on communication, it did not reject the important of grammar. One of the components of the communicative competence was grammatical competence. The importance of grammatical competence is mentioned by Richards (2005:8) as follow:

"...grammatical competence was needed to produce grammatically correct sentences, and attention shifted to knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes such as making requests, giving advice, making suggestions, describing wishes and needs and so on"

During this classic communicative language teaching, there are two version of opinion: shallow-end and deep-end CLT (Thornbury: 2004). The shallow-end version did not reject grammar teaching out of hand and it was still the main component of the CLT course syllabus. Grammar rules reappeared in coursebook, and grammar teaching re-emerged in classroom, mostly in the form of communicative practice. Meanwhile, the deep-end CLT rejected both grammar based syllabus and grammar instruction.

In contrary to Thornbury, Sheen in Boroujeni (2012) mentions that the role of grammar in language instruction has gone through three main stages: absolute prominence, exclusion, and re-introduction with caution. The three stages have been associated respectively to three different approaches to instruction namely, focus on forms (FonFs), focus on meaning (FonM), and focus on form (FonF). Nassaji and Fotos (2011) provide the differences of each stage in a short and clear way. They say that in the absolute prominence stage, the teaching of grammar was focused on forms (FonFs). It is the traditional approach which represents an analytical syllabus and based on the assumptions that language consists of a series of grammatical forms that can be acquired sequentially and additively.

Meanwhile in the exclusion stage, the teaching of grammar was focused on meaning (FonM). It is synthetic and is based on the assumptions that learners are able to analyze language inductively and arrive at its underlying grammar. It emphasizes pure meaning-based activities with no attention to form. The last stage is the re-introduction of grammar with caution or named focus on form (FonF). It is a kind of instruction that draws the learner's attention to linguistic forms in the context of meaningful communication (Nassaji and Fotos (2011). The last stage is the description of the condition of grammar instruction in the current practice of English language teaching which is still under the umbrella of the communicative language teaching with the communicative competence as the goal of language learning. The communicative competence are comprised of four competences; grammatical competence, sociolinguistic competence, discourse competence and strategic competence (Peterwagner in Yunita (2015).

Approaches in Teaching Grammar

In the process of teaching grammar, there are two basic approaches that have been used for a quite long period of time; the deductive and inductive approach. These two approaches are called traditional approach by most practitioners in grammar teaching. However, they are still in use until today even though many approaches come out in language teaching, which are also applicable for teaching grammar. This is in line with Nunan (2005:15) who states that there are two basic approaches to the teaching of grammar namely deductive and inductive approaches.

"In a deductive approach, the teacher presents the grammar rule and then gives students exercises in which they apply the rule. In an inductive approach, the teacher present samples of language and the students have to come to an intuitive understanding of the rule."(Nunan, 2005: 15)

In further, Richards (2005) mentions that in a deductive grammar teaching approach, students are presented with grammar rules and then given opportunities to practice using them. Meanwhile, in the inductive approach the students are given examples of sentences containing a grammar rule and asked to work out the rules for themselves. In line with Richards and Nunan, Widodo (2006) mentions that the deductive approach which is also called rule-driven learning maintains a teacher to teach grammar by presenting grammatical rules, and then examples of sentences are presented. Once learners understand rules, they are told to apply the rules given to various examples of sentences. In contrary, the inductive approach which can also be called rule-discovery learning suggests that a teacher teaches grammar starting with presenting some examples of sentences in spoken or oral. Then, the learners understand the grammatical rules for themselves from the examples and practice using the rules they have found (Widodo, 2006).

These deductive and inductive approaches started to appear in the period of up to 1960s. At this period, approaches to language teaching gave priority to grammatical competence as the basis of language proficiency and there is a belief that grammar could be learned much through direct instruction and through a methodology that made much use of repetitive practice and drilling (Richards:2005). In further, Richards mentions that the techniques that were often employed included memorization of dialogs, questions and answer practice, substitution drills and various forms of guided speaking and writing practice.

The approaches, according to Richards (2005) use the Presentation, Practice and Production or widely known as the P-P-P cycle in their lesson structure. In the presentation phase, the new grammar structure is presented; the teacher explains the new structure and checks students' comprehension of the new rule. In the practice phase, the students practice using the new structure in a controlled context, through drills or substitution exercises. Last, in the production phase, the students practice using the new structure in different contexts often using their own content or information, to develop fluency with the new pattern.

Similarly, Nassaji and Fotos (2011) mention that in the PPP model, grammar instruction consists of a structure three-stage sequence: a presentation stage, a practice stages, and a production stage. In the presentation stage, the new grammar rule or structure is introduced usually through a text, a dialog or a story that included the structure. The main purpose according to Ur (in Nassaji and Fotos: 2011) is to help students become familiar with the new grammatical structure and keep it in their short term memory. In the practice stage, students are given various kinds of written and spoken exercises to repeat, manipulate, or reproduce the new forms. The aim is to help students gain control of the knowledge introducing in the presentation stage, to take it in, and to move it from their short-term memory to the long-term memory (Ur in Nassaji and Fotos: 2011). Finally in the production stage, learners are encouraged to use the rules they have learnt more freely and in more communicative activities. The aim is to fully master the new form by enabling learners to internalize the rules and use them automatically and spontaneously (Ur in Nassaji and Fotos: 2011).

Until today, the uses of the deductive and inductive approaches with their P-P-P model in teaching grammar still have several pros and cons. Thornbury (2004) lists the existed pros and cons which then he divides based on the advantages and the disadvantages. The Thornbury's pros and cons of the deductive and inductive approach are adapted well by Nunan (2005:17) as follow:

Approach	Advantages	Disadvantages
Deductive Approach	• It gets straight to the point and can therefore be time saving. Many rules can be more quickly explained then elicited, thereby allowing more time for practice and application. • It respects the intelligence and maturity of many students and acknowledges the role of cognitive processes in language acquisition. • It confirms many students' expectations about classroom learning, particularly for those with analytical learning style. • It allows for teachers to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.	• Starting the lesson with a grammar explanation may be frustrating for some students, especially younger ones. They may not have sufficient metalanguage or may not be able to understand the concepts involved. • Grammar explanation encourages a teacher-fronted, transmission style classroom. • Explanation is seldom memorable as other forms of presentation, such as demonstration. • Such an approach encourages the belief that learning a language is simply a case of knowing the rules.
Inductive Approach	• Rules learners discover for themselves are more likely to fit their existing mental structures, making them more meaningful, memorable and serviceable. • The mental effort involved ensures greater cognitive depth, again ensuring greater memorability. • Students are more actively involved in the learning process and are therefore likely to be more attentive and motivated. • It favors pattern-recognition and problem-solving and is therefore particularly suited to learners who like this kind of challenge. • If problem-solving is collaboratively in the target language, learners get extra language practice. • Working things out for themselves prepares students for greater self-reliance and autonomy.	• Time and energy spent working out rules may mislead students to believe that rules are the objective of language learning. • The time spent in working out a rule may be at the expense of time spent putting the rules into productive practice • Students may hypothesize the wrong rule, or their version of the rule may be either too broad or too narrow. • It can place heavy demands on teachers in planning a lesson. • However carefully organized the data is, many language areas resist easy rule formation. • An inductive approach frustrates students who, because of personal learning styles or past learning experience, would prefer simply to be told the rule.

Table 1: Advantages and disadvantages of deductive and inductive approaches to teaching grammar (Thornbury, 2004; Nunan, 2005)

The approaches above are focused on the teaching of rules and the structure of a language. The approach to grammar instruction that focus on teaching grammar as a set of rules and structure

have been found inadequate in meeting the communicative need of the second language learners (Nasaji and fotos: 2011). However, the teaching of language that focuses excessively on communication or the meaning with no attention to grammar is also inadequate. This is stated by Nasaji and Fotos (2011) that in recent years, language teaching professionals have become increasingly aware that teaching approaches that put the primary focus on meaning with no attention to grammatical forms are inadequate.

From the opinions, it can be concluded that the teaching of language may not ignore the teaching of the linguistics form or the grammar and may not ignore the meaning which lead to communication. The approach to teaching a language especially the grammar which has the focus on the form and the meaning at the same time is an approach called story-based approach to teaching grammar or known as PACE Model proposed by Adair-Hauck and Donato (2002).

In this story-based approach, the two major approaches widely used in teaching grammar, deductive and inductive are combined. Grammar practitioners believe that there should be a combination of the two approaches in grammar teaching to make it effective. This opinion was supported by Haight, Heron, & Cole (2007) who mention that some agreement exists that the most effective grammar teaching includes some deductive and inductive characteristics.

The story-based approach is a dialogic approach to the teaching of grammar using cultural stories as the centerpiece of a lesson in standards-based foreign language instruction (Donato and Adair-Hauck: 2016). This approach is based on the concept that as learners are guided to reflect on meaningful language form, they develop grammatical concepts in the target language. In addition, it includes conscious attention to the target language and the need for learners to discuss form from the perspective of meaning and use. This approach stresses connected discourse and encourages learners to comprehend meaningful texts from the very beginning. Donato and Adair-Hauck (2016) mention that the approach is different from other approaches in teaching grammar in some ways as the following:

> "*First, learners are neither left alone unassisted to reflect on form in the input nor are they the passive recipients of "ready-made" grammatical rules. Second, reflecting on form is raised as a topic of conversation in its own right rather than as a mini-lesson during communicative tasks and activities. Finally, through dialog inquiry with the teacher and each other, learners develop grammatical concepts that uncover the relationship of forms to meanings that have been previously established in the context of cultural stories.*"

Story-based approach has four practical steps in the implementation namely; presentation, attention, co-construction and extension which are also known as PACE model as can be seen in the following figure:
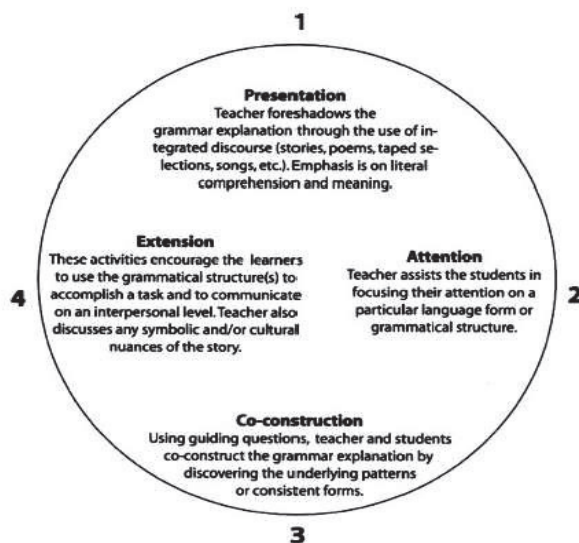

Figure2. Story-Based Approach to Language Instruction and Focus on Form

(Adair-Hauck & Donato in Shrum and Glisan: 2010)

Adair-Hauck & Donato in Shrum and Glisan (2010) mention that in the presentation steps, the teacher presents a story orally and in an interactive way, which facilitates aural comprehension and the acquisition of meaning and form. At this stage the students do not see the written script of the story. The presentation is intended to capture learner interest and provide opportunities for the teacher to create comprehension through various meaning-making and negotiation strategies. It may last for part of class, an entire class session, or even across several class sessions depending on the story selected and sequencing of its presentation.

Next, in the attention steps, the teacher highlights the grammatical feature of the story. It can be done by asking question about the pattern found in the text or about the words or phrases repeated in the story. The grammatical structure found in the story can be underlined or circled and then shown to students through PowerPoint and LCD projector. The point of this step is to help learners to focus their attention on the target form without needless elaboration or wasted time.

Then, in the co-construction steps, the teacher helps the students in developing a concept of the target structure and enables them to contrast the structure with what they already know. The teacher and the students do collaborative talk to reflect on, hypothesize about, and create understandings about form, meaning, and function of new structure in question. Co-constructing the explanation requires teacher question that are well-chosen, clear and direct. An example of the question can be for example: "What pattern do you see in this group of words?"

Last, in the extension step, the teacher provides the learners with the opportunity to use their new grammar skill in creative and interesting ways while at the same time integrating it into the existing knowledge. It should be interesting, be related to the theme of the lesson in some ways and most importantly, allow for creative self-expression.

An example of how the story-based approach is implemented in the teaching of English grammar in the context of English as a foreign language such as Indonesia especially in English grammar classroom at university and the activities of the teacher and the students is described below:

The Step	Activities	
	Teacher	Students
Presentation	The teacher reads an English short story (e.g. *Putri Serindang Bulan*) for the students.	The students listen to the teacher reading the story while trying to catch some pronouns they hear
Attention	The teacher hands out the text of *Putri Serindang Bulan* to the students and asks the students to highlight or underline the pronouns in the short story.	The students try to understand the pronouns by highlighting or underlining the pronouns they found in the short story.
Co-construction	The teacher using guided questions co-construct an explanation on the pronouns with the students. An example of the guided question is: "Where is the position of the pronouns in a sentence?"	Students co-construct an explanation on the pronouns and are helped by the teacher by using guided questions. They can construct an explanation about the position, type and form of pronouns in English grammar.
Extension	The teacher asks the students to do communicative activities such as conversation or writing a short story using the pronouns the students have learnt. The teacher provides picture or gives a clue for the conversation	The students create and practice conversations with their friends or write a short story based on the pictures provided by the teacher.

Table 2: Teacher's and Students' Activities in a Story-Based Approach Lesson.

The example of the implementation of story-based approach above is applicable in the *Structure 1* course classroom at University of Bengkulu with the materials to be learnt are parts of

speech and the English tenses. In the example, the topic to be learnt is pronoun which is the second part of the parts of speech material. Through this topic as well as the others, the teacher can promote the use of local culture in the teaching of grammar by using a folktale from Bengkulu entitled Putri Serindang Bulan. The incorporating of the local culture into a language classroom is supported by Brown in Richards and Renandya (2002) who states that whenever teaching a language, the teacher should also teach the culture, habitual actions, values, ways of thinking, feelings and the complex culture actions of the learners.

3. CONCLUSION

English grammar is a part of the English language knowledge that has to be mastered by the English language learners especially the students of the English Education Study Program in order to be a competence speaker of English of good future teachers of English language. For a teacher, the teaching of grammar is not an easy matter. It is quite complicated and has a wide coverage of knowledge to be taught to the students. In order to make the grammar teaching to be successful, the teacher should use an appropriate approach. There are some approaches that can be used in teaching grammar; the traditional approaches such as deductive approach which focuses on forms (FonFs), inductive approach which focuses on meaning (FonM) or the approach that covers both forms and meaning (FonF). The approach that covers both the form and meaning is the one which combines the deductive and the inductive approaches in teaching grammar. The approach is the story-based approach or the PACE model which was proposed by Adair-Hauck and Donato (2002) for the teaching of grammar in the context of English as a foreign language. The approach has four practical steps namely Presentation, Attention, Co-construction and Extension. It is not only suitable for the context of English as a foreign language such as in Indonesia but also provides a space for incorporating the local culture into the teaching of English language. The teacher who teaches English grammar can use the local story such as a folktale or a legend from the student's region or culture into the grammar classroom at university which will enrich the process of teaching and learning the English language.

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