THE ROLE OF INDUCTIVE LEARNING IN LANGUAGE TEACHING

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Learning is a “transactional” process as interaction and communication are necessary. Language is used to transmit and express messages, idea, notion and opinion. Hence, it is used to share knowledge that helps the students to learn and develop their linguistic skills. Classroom interaction breeds more learning to language as the comprehension occurs in the social context when the teachers and learners are exchanging ideas and utterances. Rocca (2012) asserts that students are actively participating during classroom activities as they are truly immersed and involved in the process and classroom interaction. The use of global and local language in classroom interaction is an important element of successful linguistics teaching-learning process. The language learning will become successful if the students are engaged in meaning-making context.

As part of being transactional, the teachers should support the learning as facilitators while the students are processing and negotiating information being given. The discussion should not be in the form of spoon feeding where the teacher should let the students to analyze and process the lesson. One of the types of instruction that is helpful in the language teaching-learning process is the inductive instruction. Hird (2015) states that an inductive instruction is made use by student’s discovery. Instead of discussing the concepts by explaining with exemplification, the teacher is presenting the examples first in order for the students to discover how the concept is used.

Silver et. al. (2012) opined that inductive instruction is made use by student’s discovery. The teachers are utilizing art of questioning in order to let the students to share an insight and to negotiate the meaning. Burns (2020) claimed that the utilization of
thought provoking question in the classroom was a way of creating a special bond between the teacher and students. Empowering them to process the learning and encouraging them to self-discovery through answering questions are the important skills teachers should impart with their students. As the students are given an opportunity to answer, it results to a good interaction and conversation as there is an exchange of utterances.

Inductive or discovery learning is a powerful strategy for helping the students to deepen their comprehension of content and enhance their inference and evidence-gathering skills. It was a process where the students discovered ruled by observing examples.

References:
