

DIFFERENT METHODS OF TEACHING GRAMMAR

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Abstract. As a teacher, either of English as a second language or foreign language, it is very important to know different approaches to effective instruction in the English language classroom. When it comes to teaching grammar, for example, deductive and inductive approaches are two commonly used methods by many teachers. For the sake of understanding, this post is about the inductive approach. It will provide examples, benefits, and steps to teach grammar inductively. The inductive approach in teaching grammar is a discovery learning approach in which teachers don't teach the grammatical rules directly but let students discover them through a learning experience in terms of using the target language.

Key words: Grammar rules, teaching, deductive, old method.

Students can discover the rules through games, songs, or different activities that require the students' engagement and interaction. In most inductive grammar lessons, the teacher introduces the grammatical rule by simply engaging students in a meaningful conversation. The teacher guides and scaffolds the students to notice the grammatical pattern, elicit the form, and then finally expose them to it. A teacher writes on the whiteboard some examples of present perfect and simple past sentences. Afterward, the teacher asks the students what differences they notice in the sets of sentences. The students discuss the differences in peers or in groups. The teacher elicits the difference in terms of the form and possibly the meaning from the students. Finally, the teacher explains the rules of both tenses and provides more examples.

There are several advantages of using the inductive approach. **Firstly**, students become more active and enthusiastic to discover the rules by themselves. **Secondly**, it is a learner-centered approach, and students become actively engaged through conversation and peer discussion. **Thirdly**, students gain a deep understanding of the language as they independently construct their knowledge, form, and meaning of the grammar pattern based on their own experience. This method is often used in schools in the U.S. and Canada. Students are encouraged to explore language through creative writing and reading, picking up correct grammar usage along the way. If there are specific problems with certain grammatical rules, these are covered in a more structured lesson. An emphasis is now being placed upon language acquisition over language learning, as it has been observed that learning grammar by memorization does not work well and that students are better able to recognize and understand grammatical rules when lessons are more interactive (i.e., they have to apply these rules in their own

writing). Repeated practice is also important and easily achieved through creative or personal writing exercises. This article, posted by The Atlantic, suggests that to better equip future adult writers, teachers in the 21st century should consider dropping outdated grammar teaching techniques in early education and opt for learning through writing techniques. Another method of teaching grammar is to incorporate interactivity into lessons. Using games to teach grammar not only engages students but also helps them to remember what they've learned. This method allows teachers to tailor their lessons to the different learning styles of students. For instance, each student can be given a large flashcard with a word on it, and the students must physically arrange themselves into a proper sentence. Other games can include word puzzles or fun online quizzes.

Over the years, many methods have been developed for teaching grammar and have been built upon, abandoned, or combined, all with the same goal in mind—teaching students how to communicate effectively and understand how to use the English language. Because of the grammatical complexity of English, each method has its pros and cons. Some lessons are less likely to be remembered, while others may require more in-depth explanation and practice. Regardless of how grammar is taught, a well-rounded understanding of English grammar is the most important factor in improving the literacy of students.

One of the older forms of teaching grammar, diagramming sentences, first appeared in the 19th century. This method involves visually mapping the structures of and relationships between different aspects of a sentence. Especially helpful for visual learners, this method disappeared from modern teaching at least 30 years ago. Different forms of diagramming are used to visualize sentences, from the Reed-Kellogg System to dependency grammar, but all organize the functions of a sentence in a way that illustrates the grammatical relationships between words. More recently, diagramming sentences has had a small pop-culture resurgence in prints of famous opening sentences and websites that allow you to diagram to your heart's content. The inductive method of teaching grammar involves presenting several examples that illustrate a specific concept and expecting students to notice how the concept works from these examples. No explanation of the concept is given beforehand, and the expectation is that students learn to recognize the rules of grammar in a more natural way during their own reading and writing. Discovering grammar and visualizing how these rules work in a sentence allow for easier retention of the concept than if the students were given an explanation that was disconnected from examples of the concept. The main goal of the inductive teaching method is the retention of grammar concepts, with teachers using techniques that are known to work cognitively and make an impression on students' contextual memory.

References

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