



# Different Ways of Teaching Grammar

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**ABSTRACT**

It has long been believed that teaching grammar is essential for developing language skills. This article presents a five-step method for teaching grammar as a result. This method, which I created, combines explicit and implicit knowledge, deductive and inductive techniques to teaching grammar, as well as the concepts of practice and consciousness-raising. This method emerged from my keen interest in creative grammar instruction and my experience as a grammar teacher. The suggested actions are anticipated to provide English instructors with an alternate route for instructing grammar, particularly when it comes to teaching tenses and modals at college and university levels or even in lower schools.

**Keywords:**

Knowledge, deductive/inductive approaches, English grammar, teaching procedures

**Introduction.**

Grammar is emphasized in language instruction because, without a solid understanding of grammar, learners' language growth would be severely hampered. This is especially true in the teaching of English as a foreign language (EFL) and English as a second language (ESL). In reality, learners are taught grammar through the use of phrase patterns, which are basic language conventions. Grammatical norms, in the case of learners, allow them to understand and apply how such phrase patterns should be put together, claims Ur (1999). The accurate use of grammatical terms or sentence construction should eventually be the main focus of grammar instruction. In other words, language structure, phrase patterns, meaning, and use should all be included in grammar instruction. English grammar is famously hard to master, both for native speakers and speakers of other languages. Because there are so many nuances, enigmatic rules, and exceptions, it is not

surprising that successive generations of educators have employed diverse strategies for teaching grammar to develop literate English writers. Techniques that depended on memory and repetition in the past progressively gave way to more inventive approaches. In order to get the greatest outcomes in teaching grammar, our culture is willing to adapt to more effective techniques and values literacy.

**Diagramming sentences**

Diagramming sentences is one of the most traditional methods of teaching grammar that dates back to the 19th century. This technique entails graphically mapping a sentence's many parts to show how they relate to one another. This approach, which is especially useful for visual learners, vanished from contemporary instruction at least 30 years ago. The Reed-Kellogg System and dependency grammar are two examples of diagramming that are used to visualize sentences. All of these methods

organize a sentence's functions in a way that demonstrates the grammatical links between its terms. In more recent times, renowned starting lines have been printed again, and there are websites that let you draw sentences to your heart's content. Since students only learn how language is put together, many teachers believe that teaching grammar separately is not in the best interests of their students. However, students frequently do well when given grammatical rules to follow. However, the students make grammatical errors or even unneeded ones when they write or talk. It may be quite difficult to assist learners in integrating grammatical rules into communicative tasks (like speaking and writing). As a result, instructors, particularly those working with EFL students, might benefit from learning some alternative methods for imparting grammar. By doing so, they would be better able to incorporate grammar or structure into other language abilities and eventually help students attain the aim of language acquisition.

### **Learning through writing**

In both the U.S. and Canada, schools frequently employ this technique. Students are urged to experiment with language through reading and creative writing while learning proper grammar use in the process. If there are particular issues with a particular grammar rule, they are addressed in a more organized lesson. Since it has been shown that learning grammar by memorizing does not function well and that children are better able to detect and understand grammatical principles when sessions are more interactive, more focus is now placed on language acquisition rather than language learning. (i.e., they have to apply these rules in their own writing). Exercises involving creative or personal writing can be used to get repeated practice, which is essential. According to this article published by The Atlantic, instructors in the twenty-first century should think about abandoning antiquated grammar teaching methods in early school and choosing learning via writing tactics in order to better prepare future adult writers.

### **Inductive teaching**

When teaching grammar using the inductive approach, students are expected to recognize how a topic operates through a series of instances that exemplify it. It is expected that children would learn to understand grammatical rules more naturally when reading and writing on their own, without having the notion explained in advance. Learning grammar and seeing how these principles are used in a sentence makes the topic simpler to remember than if pupils were only given an explanation without any examples. The primary objective of the inductive teaching approach is for students to retain grammatical ideas. Teachers do this by employing methods that are known to be cognitively effective and leave an impact on students' contextual memory. A reasoning progression is said to move from particulars (such as observations, measurements, or facts) to generalities (such as rules, laws, conceptions, or theories) in inductive reasoning. (Felder & Henriques, 1995). Induction is the process of drawing a general principle or notion from a set of specific cases that we witness. Most experts contend that the inductive strategy may also be referred to as rule-discovery learning in the context of educational grammar. It proposes that a teacher begin by giving some instances of sentences before beginning to teach grammar. In this way, grammatical rules are understood by learners through examples. Grammar explanations can be given orally or in writing. With this method, students actively participate in their own teaching. Additionally, the method pushes students to create their own mental repertoire of task-solving techniques. In other words, this strategy aims to draw attention to implicit grammatical norms while encouraging students to draw their own conclusions from the teacher's explanations.

### **Deductive teaching**

An technique to teaching grammar that puts instruction before practice is known as the deductive method. Before students use a particular grammatical notion in their own work, teachers thoroughly explain it to the class. After the class, students are asked to mechanically practice what they had learned using worksheets and activities. Although

prevalent, this form of instruction has many people—including teachers—rethinking its approaches as more post-secondary students demonstrate poor adult reading abilities. According to a former educator, deductive teaching strategies discourage many pupils from writing due to the monotony of rote learning and teacher-centered tactics. The deductive method, which focuses on teaching grammar, is also known as rule-driven learning. An explicit presentation of a grammatical rule to pupils is followed by practice using the rule. This method has been the cornerstone of language instruction throughout history and continues to hold sway in many course books and self-study grammar books. (Fortune, 1992). According to the deductive method, a teacher teaches grammar by teaching grammatical rules before providing instances of sentences. Once students have an understanding of the principles, they are instructed to apply the rules to various sentence examples. Giving the grammar rules just involves calling learners' attention to the issue at hand. According to Eisenstein (1987), learners are in charge during practice and are less likely to dread coming to the wrong judgment about how the target language is operating. In conclusion, the deductive method starts with the explanation of a rule before moving on to instances of how the rule is used. Learners are expected to interact with it in this way through the study and modification of examples. There are some structures that lend themselves more to a deductive method than others, and these patterns determine whether grammar rules are taught inductively or deductively. To sum up, based on the learner's cognitive type and the linguistic structure used, both deductive and inductive presentations can be used effectively. (Eisenstein, 1987; Brown, 2000). However, whether a teacher uses an inductive or deductive approach, they should take into account the idea that language learning, especially in the context of EFL (for example, grammar), is a largely conscious process that involves formal exposure to rules of syntax and semantics followed by specific applications of the rule, with corrective and encouraging

feedback reinforcing correct usage and dissuading incorrect usage.

### **Interactive teaching**

Interactivity in classrooms is another strategy for teaching grammar. Gamifying grammar instruction stimulates pupils and aids in their retention of the material. With this approach, teachers may adapt their classes to the various learning preferences of their pupils. For instance, the students would be required to physically organize themselves into a suitable phrase after receiving a giant flashcard with a word on it for each student. Word searches and entertaining online tests are two other games. With the same objective in mind—teaching students how to communicate effectively and comprehend how to utilize the English language—many techniques for teaching grammar have been developed over time and have been expanded upon, abandoned, or merged. Each approach has advantages and disadvantages since English has a complicated grammatical structure. While certain courses may require more in-depth explanation and practice, others may be less likely to stick in memory. The most crucial element in enhancing pupils' literacy is a thorough command of English grammar, regardless of how it is taught.

### **Conclusion.**

The ultimate objective of teaching grammar is to provide students with an understanding of how language is put together so that they may easily use the language they are learning when they listen, talk, read, and write. Therefore, in order to properly accomplish such a goal, language teachers are forced to teach grammar in unique and novel ways. What's most important, then, is that the instructor provide the students the chance to generate the grammatical item using examples of sentences that are syntactically and semantically acceptable and that employ suitable and relevant vocabulary, regardless of the exercises that are given.

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