

TEACHING ENGLISH GRAMMAR EFFECTIVELY

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Abstract: The article highlights effective learning grammar, at schools or higher education. It includes different opinions of different linguists, methodologists, teacher trainers as Scott Thornbury, Jon Hird, Hilary Dorr. Different activities for improving grammar were included in this article.

Key words: English, grammar, teaching, effective, learning, activity, reason, learner.

Grammar teaching is an essential aspect of education. Unfortunately, it is also one of the most boring subjects in the eyes of many students. Educators, therefore, are looking for ways to make grammar teaching more fun and engaging. Teaching grammar might be quite challenging and requires a lot of patience, practice and hard working. Texts, parts of the sentences such as verbs, nouns, pronouns, adverbs, adjectives, etc. all of them are grammar. Students must realize that it is an important part of learning the language. Some learners might have difficulty on the start but with the right teaching approach there is no need to concern about the challenges of grammar. In this article some essential teaching approaches would be given.

Every teacher tries to apply the most efficient instructions in teaching. There are two main ways that we tend to teach grammar: deductively and inductively. Choosing one of them depend on a number of factors, such as preferences of the teacher and learners. However, effective grammar teaching requires both of deductive and inductive approach using in combination.

“A deductive approach involves the learners being given a general rule, which is then applied to specific language examples and honed through practice exercises. An inductive approach involves the learners detecting, or noticing, patterns and working out a ‘rule’ for themselves before they practice the language.”[1] (J.Hird, 2015).

“A deductive approach (rule-driven) starts with the presentation of a rule and is followed by examples in which the rule is applied. An inductive approach (rule-discovery) starts with some examples from which a rule is inferred.”[2] (S.Thornbury, 1999).

Inductive=observation, generalization, theory.

Deductive=theory, productions, experiment.

The following rules illustrate the two different approaches: *Comparatives (faster than, more intelligent than, busier than, less interesting than, not as interesting as) are used to describe the differences between two people, things, or ideas.*

There are several ways you can describe the differences between two things.

Adjective + -er + than with one-syllable adjectives and two-syllable adjectives ending in -y.

Speaking is easier than writing.

Taxi goes faster than bus.

More + adjective + than with adjectives that have two or more syllables.

I think history is more interesting than geography.

The task is more complicated than I expected.

London is a lot bigger than Paris.

Paris is much smaller, but it's more romantic!

Big=bigger, romantic=more romantic, small=smaller.

Some adjectives are irregular: good - better, bad – worse, etc.

Inductive and deductive approaches might be applied together for a more complete understanding the topic. Most teachers use inductive way of teaching in order to be more creative and interesting because it is exciting method. An inductive approach does seem to be broadly accepted as being more efficient in the long run, at least for some learners. Whereas deductive approach is also common and effective method in which teachers firstly explain the rules and give students exercises or some tasks related to the topic and do some tests.

“Teaching grammar doesn't have to be a tedious task.”[3] When students are able to enjoy the lessons, they are more likely to pay attention. To make it fun here are some ideas and activities to use in the lessons.” For instance, “Crossword puzzles”, The grammar version of “hot potato”, Teaching with a mentor text and fun grammar activities, “Digital-style”.

“Digital-style”

In addition to books, there are a huge number of fun videos and short clips to teach grammar. Visually engaging, fun content goes a long way to make grammar lessons memorable. Although some grammar rules can be tricky to remember, if to put them into songs with catchy tunes, students have a song stuck in their head for days and they will have a grammar rule memorized for life. To find plenty of resources just a quick search on Google enough. For example, *Electric company* grammar clips online, old “Schoolhouse Rock” videos, etc.

“Crossword puzzles”

There are a wide variety of word puzzles that teachers can use to encourage student understanding and practice of different parts of a sentence, verb conjugations,

and concepts such as synonyms and antonyms. For instance, Crossword puzzles where clues might entail ideas such as “four letter antonym for bad” or “the past tense of begin”.

The grammar version of “hot potato”

“Many elementary grade students enjoy being able to get up and move around.”[4] In this activity students get up and stand in a circle. First student holds a bean bag teacher sets a basic timer for a random interval, such as one minute eight seconds. The student with the bean bag must think of a word that falls into a particular category, such as a verb, and then pass it to the next student as quickly as possible. The student left holding the bag when the time beeps must leave the circle.

Teaching with a mentor text

Mentor texts can be applied to elementary students to enhance their learning. “First and foremost, mentor text is a piece of literature students can read and reread for specific purposes.”[5] Mentor texts are short and engaging. They can be almost any piece of writing including picture books, chapter books, nonfiction books, magazines. For example, short stories, song lyrics, comic strips, newspaper article, essays, etc. One of the benefits of using mentor texts for reading is that it allows students to be able to talk about what they are hearing. They can ask questions of both the teacher and each other during a read aloud of a mentor text. There are many ways to use mentor texts with students, depending on classroom goals. Here are some examples:

Students read chosen mentor text and then discuss how the author introduced the topic, developed the main idea, concluded the text etc. This helps to understand different writing structures;

Using a mentor text as a guide for students to write their own text using the author’s structure and different craft techniques;

Picture books can serve as helpful mentor texts in lessons to learn how to make predictions and inferences, especially with younger students;

Before reading aloud a mentor text, discuss with students what they should be listening, so that they could absorb the story or the text. Giving them some questions or writing them on the board after reading: what is the main idea of the mentor text? What is the genre of the mentor text?

Mentor texts help students to take risks in their writing and develop their skills. This activity teaches life lessons and skills such as compassion and inclusion as students read from the point of view of the author.

In conclusion, grammar is an essential aspect of English language. Using proper grammar helps to ensure that message is understood clearly. It also helps to convey respect and professionalism, which are essential for building strong relationships. There are many teaching approaches, methods and every teacher has his own unique way to teach. However, teaching with activities is the most fun an effective way as long

as students seem to memorize more rules during the games and activities. Teaching grammar with writing is also one of the best practices. After every lesson writing a letter, essay or short story make students more practiced and help to remember the important rules, word orders and so on. Students need plenty of opportunities for reading and discussion and that require a literacy-rich classroom so vocabulary, terminology should take a part of teaching grammar. As students attempt new grammatical structures and strategies, they may struggle but that is a sign of progress.

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