GULAY GURBANOVA
Azerbaijan State Oil and Industry University
16/21 Azadlıq prospekti, Bakı
mamunya1988@gmail.com

APPROACHES AND PROCEDURES FOR TEACHING GRAMMAR

Summary

Teaching grammar has been regarded as crucial to the ability to use language. For this reason, this article introduces a five-step procedure for teaching grammar. This procedure incorporates the notions of practice and consciousness-raising, explicit and implicit knowledge, and deductive and inductive approaches for teaching grammar. This procedure has been derived from my great interest in innovative grammar teaching and my teaching experience in grammar. The proposed steps are expected to be an alternative pathway for English teachers to teach grammar, particularly teaching tenses and modals at college-university levels or even in secondary schools. Grammar is a significant part of language curriculum at all levels of our educational system. Pupils always have a struggle with grammar and their teachers have grown frustrated over mistakes in their writing and speaking. Languages make no sense without using grammar rules. If everyone uses language without any grammar, the language would have too many variations and would be ambiguous and full of contradiction, e.g. using of wrong tense or punctuation can change the meaning of whole sentence, which causes problems in mutual communication. In that case the whole point of communication is lost. Hence, different approaches for teaching grammar is considered in the article.

Keywords: Practice and consciousness-raising, explicit/implicit knowledge, deductive/inductive approaches, English grammar, teaching procedures.

Grammar gains its prominence in language teaching, particularly in English as a foreign language (EFL) and English as a second language (ESL), in as much as without a good knowledge of grammar, learners' language development will be severely constrained. Practically, in the teaching of grammar, learners are taught rules of language commonly known as sentence patterns. According to Ur ([1]Ur. Grammar practice activities,1999, p.24), in the case of the learners, grammatical rules enable them to know and apply how such sentence patterns should be put together. The teaching of grammar should also ultimately center attention on the way grammatical items or sentence patterns are correctly used. In other words, teaching grammar should encompass language structure or sentence patterns, meaning and use. Further, grammar is thought to furnish the basis for a set of language skills: listening, speaking, reading and writing.

In listening and speaking, grammar plays a crucial part in grasping and expressing spoken language (e.g. expressions) since learning the grammar of a language is considered necessary to acquire the capability of producing grammatically acceptable utterances in the language ([2]Corder, Pedagogic grammar, 1988, p.107). In reading, grammar enables learners to comprehend sentence interrelationship in a paragraph, a passage and a text. In the context of writing, grammar allows the learners to put their ideas into intelligible sentences so that they can successfully communicate in a written form. Lastly, in the case of vocabulary, grammar provides a pathway to learners how some lexical items should be combined into a good sentence so that meaningful and communicative statements or expressions can be formed. In other words, by learning grammar students can

express meanings in the form of phrases, clauses and sentences. Grammar plays a central role in the four language skills and vocabulary to establish communicative tasks.

Teaching grammar has traditionally been dominated by a grammar-translation method where the use of mother tongue is clearly important to elicit the meaning of target language by translating the target language into native languages. For example, according to Larsen-Freeman ([3]Larsen-Freeman, Techniques and principles in language learning, 2000, p.17), in such a method learners are required to learn about grammar rules and vocabulary of the target language. In the case of grammar, it is deductively taught; that is, learners are provided the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples.

Many teachers think that teaching grammar separately is not favorable to learners since learners only learn the way language is constructed, and very often when they are given grammatical rules, the learners work well on such cases. However, when they write or speak, the learners make grammatical mistakes or even unnecessary ones. Helping learners apply grammatical rules into communicative tasks (for example, writing and speaking) is very challenging. Therefore, teachers, especially in the context of EFL, could benefit from learning some alternative teaching approaches for teaching grammar so that they can integrate grammar or structure into other language skills in such a way that the goal of learning language is ultimately achieved. Therefore, in this paper, I would like to propose a five-step procedure for teaching grammar. This procedure incorporates the notions of practice and consciousness-raising, explicit and implicit knowledge, and deductive and inductive approaches for teaching grammar.

Practice and Consciousness-Raising. For most teachers of English, the priority of teaching grammar is to assist learners to internalize the structures/rules of language, taught in such a way that they can be used for communication both written and spoken ([4]Ellis, Grammar teaching-practice or consciousness-raising, 2002, p.167). For this reason, the two terms practice and consciousness-raising are important to define since they play an important play in successful grammar teaching, especially in the case of EFL. It is claimed that practice is one of the keys to learning incorporated into a methodology with the following features: 1. a specific grammatical feature is isolated for focused attention; 2. the learners are required to produce sentences or statements comprising the targeted feature; 3. the learners will be provided with opportunities for repetition of the targeted feature; 4. there is expectation that the learners will perform the grammatical feature correctly.

It is generally accepted that practice can facilitate accuracy and fluency. In this regard, accuracy focuses on correct use of language (for example, rules of language). This can be achieved through controlled and semi-controlled activities or practice of grammar, for example. In fluency, after learners master the rules of language, they are required to apply the rules of language in the form of spoken or written language. A number of linguists recommend that at this stage errors or mistakes be tolerated since making mistakes or errors is not disgraceful, but natural and common practice. During fluency-oriented activities, a teacher is required to help learners to self-notice or self-correct. It is important to keep in mind that both accuracy and fluency are interdependent.

Consciousness-raising. Ellis ([5]Ellis, Grammar teaching-practice or consciousness-raising, 2002, p.174) defines consciousness-raising as an attempt to equip learners with an understanding of a specific grammatical feature, to develop declarative (describing a rule of grammar and applying it in pattern practice drills) rather than procedural (applying a rule of grammar in communication) knowledge of it. Consciousness-raising is defined as follows: It is an approach to the teaching of grammar in which instruction in grammar (through drills, grammar explanation, and other form-focused activities) is viewed as a way of raising learner's awareness of grammatical features of the language. This is thought to indirectly facilitate second language acquisition. A consciousness-raising approach is contrasted with traditional approaches to the teaching of grammar in which the goal is to instill correct grammatical patterns and habits directly. The main characteristics of consciousness-raising activities proposed by Ellis involve: 1. there should be an effort to isolate a specific linguistic feature for

focused attention; 2. the learners are provided with data which illustrate the targeted feature and an explicit rule description or explanation; 3. the learners are expected to utilize intellectual effort to understand the targeted feature; 4. misunderstanding or incomplete understanding of the grammatical structure by the learners leads to clarification in the form of further data and description or explanation; and 5. learners are required (though not crucial) to articulate the rule describing the grammatical feature. *Explicit and implicit knowledge*. In the case of teaching grammar to EFL learners, a teacher may feel frustrated when learners are taught grammatical items separately. Students may become good at grammar; however, when told to write and speak, they often make grammatical mistakes. This case is very challenging to solve. When facing this problem, particularly with adult learners, it is useful to be aware that there are two kinds of knowledge necessary to gain proficiency in a second language. These are known as explicit (conscious learning) and implicit (subconscious acquisition) knowledge. Explicit knowledge According to Ellis ([6]Ellis, the definition and measurement of L2 explicit knowledge, 2004, p.227), in a practical definition, explicit knowledge deals with language and the uses to which language can be put. This knowledge facilitates the intake and development of implicit language, and it is useful to monitor language output. Explicit knowledge is generally accessible through controlled processing. In short, it is conscious knowledge of grammatical rules learned through formal classroom instruction. In this respect, a person with explicit knowledge knows about language and the ability to articulate those facts in some way.

For instance, a student knows every rule about present tense, but he frequently makes mistakes in speaking and writing. However, such knowledge is easy for him while having time to think of the rule and apply it (that is, in the context of a grammar exercise or a writing assignment). Thus, on the basis of a student's case, explicit knowledge is learnable; for example, when grammatical items are given to learners, they learn the items first in a controlled learning process. Explicit knowledge is also obtained through the practice of error correction, which is thought to help learners come to the correct mental representation of a rule. This works if there is enough time to operate it; the speaker is concerned with the correctness of her/his speech/written production; and s/he knows the correct rules. Implicit knowledge Implicit knowledge is automatic and easily accessed and provides a great contribution to building communicative skills. Implicit knowledge is unconscious, internalized knowledge of language that is easily accessed during spontaneous language tasks, written or spoken. Implicit knowledge is gained in the natural language learning process. It means that a person applies a certain grammatical rule in the same way as a child who acquires her/his first language (for example, mother tongue). The child implicitly learns aspects of language (for example, phonological, syntactical, semantic, pragmatic rules for language), but does not have access to an explanation of those rules explicitly. *As an example*, *Jack speaks and writes English with good use of present tense, although he has no idea about the grammatical rule behind it*. To sum up, implicit knowledge is gained through a sub-conscious learning process. This is illustrated by the fact that native speakers of a certain language do not always "know" (consciously) the rules of their language. In comparing the two terms: explicit and implicit knowledge, Noonan ([7]Noonan, Teaching ESL students to notice grammar, 2004, p.12) proposes a challenging question: "May explicit grammar knowledge become implicit knowledge in the context of EFL learners?" In response to this, there are two answers. First, explicit knowledge can never be implicit knowledge inasmuch as the two are located in dissimilar parts of the brain. In contrast, the interface position claims that explicit knowledge can have some impact on implicit knowledge. This position has two views. The first maintains that explicit knowledge becomes internalized through practice or frequent exposure to target language similar to the acquisition of other skills. *Two core approaches in grammar presentation*. Broadly speaking, in teaching grammar, there are two approaches that can be applied: deductive and inductive.

Deductive approach. A deductive approach is derived from the notion that deductive reasoning works from the general to the specific. In this case, rules, principles, concepts, or theories are presented first, and then their applications are treated. In conclusion, when we use deduction, we reason from general to specific principles. Dealing with the teaching of grammar, the deductive approach can also be called rule driven learning. In such an approach, a grammar rule is explicitly presented to students and followed by practice applying the rule. This approach has been the bread and butter of language teaching around the world and still enjoys a monopoly in many course books and self-study grammar books ([8]Fortune, Self-study grammar practice, 1992, p.160). The deductive approach maintains that a teacher teaches 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. Giving the grammatical rules means no more than directing learners' attention to the problem discussed. With the deductive approach, learners be in control during practice and have less fear of drawing an incorrect conclusion related to how the target language is functioning. To sum up, the deductive approach commences with the presentation of a rule taught and then is followed by examples in which the rule is applied. *Inductive approach*. An inductive approach comes from inductive reasoning stating that a reasoning progression proceeds from particulars (that is, observations, measurements, or data) to generalities (for example, rules, laws, concepts or theories).. In this sense, learners understand grammatical rules from the examples. The presentation of grammatical rules can be spoken or written. Eisenstein (cited in Long & Richards, 1987) maintains that the inductive approach tries to utilize the very strong reward value of bringing order, clarity and meaning to experiences. This approach involves learners' participating actively in their own instruction. In addition, the approach encourages a learner to develop her/his own mental set of strategies for dealing with tasks. The ultimate goal of teaching grammar is to provide the students with knowledge of the way language is constructed so that when they listen, speak, read and write, they have no trouble applying the language that they are learning.

References

1. Ur, P. (1999). Grammar practice activities: A practical guide for teachers (12th ed.). Cambridge: Cambridge University Press.
2. Corder, S. (1988). Pedagogic grammar. In W. Rutherford & M. Sharwood-Smith (Eds.), Grammar and second language teaching (pp. 123-145). New York.
3. Larsen-Freeman, D. (2000). Techniques and principles in language learning (2nd ed.). Oxford.
4. Ellis, R. (2002). Grammar teaching-practice or consciousness-raising? In J. Richards & W. Renandya (Eds.), Methodology in language teaching: Cambridge University Press.
5. Ellis, R. (2004). The definition and measurement of L2 explicit knowledge. Language Learning 54(2), 227-275.
6. Noonan, F. (2004). Teaching ESL students to notice grammar. Retrieved November 30, 2005.
7. Fortune, A. (1992). Self-study grammar practice: Learners views and preferences. 160-171.

G.R.Qurbanova

Qrammatikanın tədrisində yanaşmalar və proseduralar
Xülasə

Qrammatikanın tədrisi dil istifadə etmək qabiliyyəti üçün çox vacibdir. Bu səbəblə məqalə qrammatikanın tədrisi üçün beş mərhələli bir prosedur təqdim edir. Bu prosedur

praktikanın və şüurun artırılmasının, dəqiq və qeyri-dəqiq biliklərin, qrammatik tədris üçün deduktiv və induktiv yanaşmaları özündə birləşdirir. Bu prosedur yenilikçi qrammatika tədrisinə və qrammatika sahəsində tədris təcrübəsinə olan böyük maraqdan əldə edilmişdir. Təklif olunan addımların ingilis dili müəllimləri üçün qrammatikanı, xüsusilə universitet səviyyəsində və hətta orta məktəblərdə tədris etmək üçün alternativ bir yol olması gözlənilir.

Qramatika təhsil sistemimizin bütün səviyyələrində dil tədrisinin əhəmiyyətli bir hissəsidir. Şagirdlər həmişə qrammatika ilə mübarizə aparırlar və müəllimləri yazı və danışıqda qrammatik səhvlərdən həmişə narazıdırlar. Dillər qrammatik qaydalarından istifadə etmədən məna kəsb etmir. Hər kəs hər hansı bir qrammatika olmadan dil istifadə edirsə, dil çox fərqli və qeyri-müəyyən və ziddiyyətlərlə dolu olardı, məs. yanlış zaman forması və ya durğu işarəsi istifadə etmək, qarşılıqlı ünsiyyətdə problem yaradan bütün cümlələrin mənasını dəyişdirə bilər. Bu halda bütün ünsiyyətin mahiyyəti itir. Beləliklə, məqalədə qrammatikanın tədrisi üçün müxtəlif yanaşmalar nəzərdən keçirilir.

Açar sözlər: təcrübə və şüurun artırılması, dəqiq/qeyri-dəqiq yanaşma, deduktiv/induktiv yanaşmalar, ingilis dilinin qrammatikası, tədris prosedurları.

Г.Р.Курбанова
Подходы и процедуры для преподавания грамматики
Резюме

Преподавание грамматики было расценено как решающее значение для умения использовать язык. По этой причине в этой статье вводится пятиступенчатая процедура обучения грамматике. Эта процедура включает в себя понятия практики и повышения сознательности, явных и неявных знаний, а также дедуктивных и индуктивных подходов к обучению грамматике. Эта процедура была получена из моего большого интереса к инновационному обучению грамматике и моего опыта преподавания грамматики. Предполагается, что предлагаемые шаги станут альтернативным способом преподавания английского языка для преподавателей грамматики, в частности, для обучения временам и методам на уровне колледж-университет или даже в средних школах.

Грамматика является важной частью языковой учебной программы на всех уровнях нашей образовательной системы. Ученики всегда испытывают трудности с грамматикой, и их учителя расстраиваются из-за ошибок в их письме и речи. Языки не имеют смысла без использования правил грамматики. Если бы каждый использовал язык без какой-либо грамматики, язык имел бы слишком много вариаций и был бы неоднозначным и полным противоречий, например, использование неправильного времени или пунктуации может изменить смысл всего предложения, что вызывает проблемы во взаимном общении. Это может привести к тому, что говорящий не будет понят. В этом случае весь смысл общения теряется. Следовательно, в статье рассматриваются различные подходы к обучению грамматике.

Ключевые слова: практика и повышение сознательности, явные/неявные знания, дедуктивные/индуктивные подходы, грамматика английского языка, методика обучения.