

SOME EFFECTIVE WAYS OF TEACHING GRAMMAR.

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The mediocre teacher tells.
The good teacher explains.
The superior teacher
demonstrates.
The great teacher inspires.
William Arthur Ward.

Many different language teaching methods have been used throughout history. Each method has its supporters as well as its critics. Obviously, different methods and approaches work differently for different people and a universal optimum method will probably never be invented.

There is no evidence that a certain method is superior to other methods and is suitable for all language teachers and all learners in all situations.

I think it is the job of the language teacher to decide which method or a combination of methods can be best applied during the different stages of the teaching process, and in view of that, design a course, prepare teaching materials, select textbooks, and write lesson plans to meet the objectives.

Among different methods Communicative Language Teaching Method (CLT) is widely used. CLT is an approach to the teaching of foreign languages that emphasizes interaction and is based on the idea that the goal of learning English is to gain communicative competence. It focuses on the functional aspects of language and less on the formal grammatical structures. Task – based, problem – solving activities, exchange of personal information and open – ended questions are used as the most important means of communication. The focus is on the development of skills related to the ability of expressing and understanding personal ideas, opinions, feelings and needs.

But nevertheless, grammar has traditionally had a central role in language teaching. Grammar plays a great role in speaking, listening, reading, and writing skills, that's why we treat grammar as a component of these skills, rather than as a separate skill in itself.

While focusing on how grammar can be taught, we consider various factors and approaches to the teaching of grammar such as the age of the learners, their learning experience, their cognitive style, the setting and the kind of grammatical rule being taught.

Different methods have been proposed for the grammar explanation. Different approaches have fallen in and out of fashion in the course of presenting different points of view. One of the difficulties inherent in the

question of which approach is best is that different methods vary in many ways including inherent view of language learning, importance and extent of teacher modeling, types of practice (drills, situations, etc.), their order of presentation, and evaluation of student progress. Of course, the teacher's decision should be dependent upon the backgrounds and needs of the learners. We should remember the uniqueness of each language learner. We should not assume that all people learn languages in the same manner, thus a single method will be right for everyone. Different individuals have different cognitive styles and employ different strategies in approaching the language learning task.

Relying on my experience as a language teacher and researcher, I would like to present some variables in the grammar explanation as the alternative aspects.

1. Isolation. The lesson is constructed in such a way that students focus upon and manipulate one particular rule or structure at a time. For example, the explanation and usage of **the Present Simple**.

2. Conscious statement. The grammar rule or structural pattern is consciously stated either in terms of structural description, function or both.

3. Deductive statement. Grammar explanation is made at the beginning of the lesson, and practice is essentially concerned with the application of the rule or structure.

4. Inductive statement. The explanation follows practice with the rule or structure being studied.

5. Language of explanation. A grammar explanation may be presented in terms of specific examples, every day language (Kazakh or Russian), some form of abstract grammatical terminology.

6. The explainer. The explanation may be made by the teacher, the students, charts or some combination of these.

7. Medium of explanation. An explanation may be presented orally, written on the board or read from a chart.

In teaching English to the learners, we must aim at making them efficient users of the language focusing on the popular psychological maxims like from known to unknown, from simple to complex, from concrete to abstract, from general to particular.

English grammar consists of elaborate rules, definitions and exceptions about the structure of the language. Previously we paid much attention to learning the complicated rules of grammar. But now modern educationists are of the opinion that a student who is good at grammar and has studied all the rules, will still make the most elementary mistakes in grammar. Taking into account the fact that the students should learn English by practice, it does not mean to learn to speak and write by imitation and intuition as a child who learns his first language without learning its grammar.

It is very important when the students become an active partner in the classroom, when they become the discoverers of rules and usage of grammar.

The students get an opportunity to instill self confidence and sense of participation in their minds. To teach grammar in an effective way and to make the students involve actively, grammar can be taught through games.

For example: The lady on the roof.

Grammar: Revision of Tense Forms.

I ask the students to shut their eyes and to imagine a woman on a roof. After that they open their eyes and I ask them to write down 10-12 reasons why she is on that roof. Each sentence is to convey a new meaning. Such kind of tasks encourage the students' imagination, word power and the use of grammar.

While speaking about Tense Forms the students often mix the use of the perfect and the simple past. In order to help them understand this problematic notion we usually identify **four** perspectives associated with the use of **the perfect** in English:

1. We regard an event as a state leading up to the present.

I have lived here for 45 years.

This view of events is common with verbs that are often used statively like **live, be, exist, like, know**, reinforcing the time span adverbially with **since, for**, or similar words.

2. We regard indefinite events as occurring at an unspecified time within a time period extending up to the present, reinforced adverbially with **ever, never, before, now**, etc.

Have you ever been to Paris?

I have never eaten fogs' legs.

3. We regard events as repeated within a time period leading up to the present.

We have always visited my parents on Fridays.

We regard an event as having results which extend to the present.

I have written two letters. Here they are.

This is the resultative Perfect. It has results extending to the present, and it is not easy for a beginner to the additional meaning conveyed by the resultative perfect. While establishing the rule like the following:

The perfect tense is another way of describing past events, students may produce sentences such as the following:

Yesterday there has been a fire in the akimat building.

The fact is that the same context or situation, that of reporting past events, has been used for the perfect as would normally have been used for the simple past. That's why we should try, while explaining this rule, to minimize such conflicts by relating new rules to new functions, rather than being seen as alternative ways of doing things. Thus in such cases we should keep in mind: teach new functions for new forms, rather than new forms for old functions.

Another problem area in many language courses is teaching the use of the **Passive Voice**.

It is often treated as a transformation exercise, the student being required to rewrite active statement as passive ones.

The actual function of **the passive** will be grasped by the students easily, if we use as a means of describing a sequentially ordered process and a flow diagram.

First we should identify the formal features of the Passive Voice, explaining to them that the action is not fulfilled by the Subject, that the action is directed to the Subject: S – Predicate = Active Voice.

S – Predicate = Passive Voice.

Then I will tell the class that they are going to learn how milk **is processed**. The verbs will be written on the blackboard. I ask the students to identify the common features of the verbs. First, they must understand that each verb item consists of two elements:

is or are plus past participle (the base + ed part of the verb).

Then I give them the list of sequencers (and then, Next, after this, Then, Next, Finally). Some of them may be used twice. Besides, I give them adverbials as well.

Then I ask them to draw a flow diagram in their notebooks as R.V. white suggests.

Milk

is produced on dairy farms

is delivered to a factory

is weighed

is tested

is separated Cream

is pasteurized at a certain temperature

is cooled

is bottled

The bottles are packed into crates

is delivered to customers

The same flow diagram may be used when you explain, for example, **the Present Progressive Passive** (молоко взвешивают, сепарируют, охлаждают и т.д. именно сейчас – is **being** weighed, is **being** separated, is **being** cooled, etc.

The distinction between active and passive can be made by contrasting such statements as:

Cow produce milk on dairy farms.

Milk is produced on dairy farms.

In order to consolidate this grammar we may distribute blank flow diagrams with the requisite numbers of boxes and ask the students to complete the diagram 'How Fish is canned'.

One more problem area when students make typical mistakes is when students use **the Future** in the if - clause instead of **the Present**.

For example, if I am free, I will speak to you.
will be –wrong.

The effective way to keep in mind this rule is to ask students to make up a number of sentences in a chain. For example:

If I don't eat much, I won't be stout

If am not stout, I will be pretty.

If I am pretty, I will find a high paid job.

If I find a high paid job, I will earn much.

If I earn much, I will travel much, etc.

One more thing that I would like to mention is teaching grammar through technology. At present there is a big link between language and technology. Modern teaching methodology of Power Point Presentation with animation motivates the students to learn grammar with ease. All the charts, diagrams and tables may be given way to the animated screens.

This helps students learn grammar easily and enthusiastically, and grammar will not be like bitter gourd to the students, as the Americans say.

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