



CENTRAL ASIAN JOURNAL OF THEORETICAL AND APPLIED SCIENCES

Volume: 02 Issue: 05 | May 2021 ISSN: 2660-5317

ENHANCING GRAMMAR COMPETENCE TO LANGUAGE LEARNING CLASSES

NAZAROVA FERUZA SINDORQULOVNA

Djizzakh State Pedagogical Institute, Uzbekistan

nazarov.feruza3@gmail.com

Received 29th April 2021, Accepted 6th May 2021, Online 9th May 2021

Abstract– *The article discusses the main principles of grammar and its appropriate approaches to teaching foreign language. The author of the article analyses the advantages and disadvantages of inductive and deductive approaches with examples. Besides that there are mentioned applied rules of grammar in context.*

Key words: *language, grammar, competence, principles, approach, method, accuracy, communication, active and passive.*

Introduction

Grammar is one of the most eminent skills that play a significant role in improving learner' communications and comprehension of the language. Actually, EFL learners basically rely on this skill to acquire knowledge as the FL is seldom used outside the classroom. Nevertheless, pupils tend to handle grammar without adequate skillfulness, and this negatively affects their grammar accuracy and causes comprehension deficiencies that are not easy to discern[1].

Main part

There are a number of reasons why there occur different notions about “grammar” when one comes across this term. While it is perceived as a part of Linguistics in the course of mother tongue at the secondary school, in teaching/learning foreign language it is considered to be the grammar side of the speech. According to various scientific sources the word “grammar” could be limited in two notions: 1) the grammar side of the speech – the grammar cases found in speaking, listening, reading and writing the language (e.g., article; speech patterns; verb forms of the person) and 2) abstractions defining language situations (e.g., the first place of the subject in the sentence; the plural suffix of singular noun). According to Douglas H. Brown, grammar is defined as “a system of rules governing the conventional arrangement and relationship of words in a sentence” (347). However, Marianne Celce-Murcia and Diane Larsen-Freeman redefine grammar: “Grammar is not merely a collection of forms but rather involves the three dimensions of what linguists refer to as syntax, semantics, and pragmatics” (4). In other words, if students know a grammatical form, they should understand the structure, rule, and usage of the form in communication (4). Sandra J. Savignon maintains that “learners seem to focus best on grammar when it relates to their communicative

needs and experiences”[1] . I.V. Rakhmanov used the terms active and passive material in association with mastering the reproductive and receptive speech.

Active grammar	Passive grammar
<p>Active grammar means grammar cases used in reproductive (as well productive) speech. In some sources active grammar is called as “grammar of speaking”.</p>	<p>The term “passive” relates only to educational material, the essence of the pupils’ activity in education to be always active was admitted in both Psychology and Didactics.</p>

As it’s clear, active grammar is used in speaking, because learners use their grammar in context and they conceptualize. Whereas, passive grammar is used in receptive skills, it occurs in cognitive process. L.V.Scherba consists of grammar cases and their abstracts used in perception (reading, listening).

The classification of methodical criteria in preparing grammar is as follow. Criteria of selecting *active* grammar minimum:

1. Criterion of prevalence of grammar case in oral and written speech. The most frequent cases in people speech are “picked up” from the all grammar material[2].
2. Criterion of standing to be a sample. It requires the ability to form very many new grammar cases through the samples based on grammar units selected on this criterion. Well then the cases that can provide most vocabulary are put in this minimum (e.g., forming noun, adjective, adverb with the help of suffixes).
3. Criterion of isolation of mono-semantic cases. Aiming to prevent difficulties the most frequent and stylistically appropriate unit is elected, i.e. one of the grammatical synonym cases is selected [3].

Criteria of selecting **passive** grammar minimum:

1. Criterion of wide usage in literary written style of speech.
2. Criterion of polysemantics.

The act of criteria in selecting grammar material is directly linked together. Some of them function as the main, others as complementary. Kinds of speech activity need various volume of language material. The most demanding in them are reading and listening. The volume of the material used in speaking and writing is relatively little. Moreover, there are at least two approaches to acquisition of grammar in teaching foreign languages: inductive and deductive. When grammar is taught inductively, a teacher allows students to, on the basis of assumptions, induce and formulate a rule by themselves. Although, deductive approach of acquiring grammar rules. According to Thornbury’s three basic principles, a teacher provides clear definitions and explanations of a certain grammar point. The next step is to provide examples of sentences where the grammar point is usually used, as a means of presenting the students with the most frequent usage of a rule in a certain context. (Thornbury, 1999: 54-55)¹. Let’s analyze inductive and deductive approaches:

Inductive method of grammar instruction (from example to rule – discovery learning)

Advantages:

- ✓ Rules that are discovered by the learners themselves mean more to them and are therefore memorized better;
- ✓ The mental effort required leads to deeper understanding;

¹ Thornonbury.How to teach grammar. England. Pearson education limited.1999. 250p

- ✓ The learners are actively involved and consequently more motivated.;
- ✓ Individual discovery promotes learner autonomy;
- ✓ This method is particularly apt for solution-oriented learner types.

Disadvantages:

- ✓ This method is more time-consuming than the deductive method (as a result there might be less time available for practice);
- ✓ The method requires time-consuming preparation as suitable examples must be found and the learners have to be guided closely;
- ✓ Not every structure lends itself to the inductive approach (modals, aspect);
- ✓ Some learners prefer being told the rule straight away.

Example on inductive method

Discuss the passage. What tense is used. Then underline the examples of continuous tenses in the following passage from a Reading text, then complete the summary below using continuous verbs from the text.

The amount of leisure time available to people has been increasing since the early twentieth century when machines started to be invented to do many labour intensive tasks both at work and in the home. Previously, people were spending many more hours doing basic menial tasks and as a result had less time available for hobbies and activities. Although recently many people have been complaining about their work life balance, studies show that the amount of free time we have has been rising continuously for over 50 years. More people are playing sport on a regular basis nowadays and young people are taking up traditional style hobbies such as knitting and walking in the countryside. There has also been a large amount of government investment in leisure facilities in local communities, which has assisted the uptake of hobbies for a range of people including children and the elderly. A few years ago, visitors to a local park would see people who were playing football or walking their dog. However, nowadays people are using the gym or a climbing wall as their way of sporting recreation[2].

Summary

Over the last half century the amount of personal free time that people have (1) _____ Despite the fact that the general opinion of the public is that they have less leisure time than in the past the reality is the opposite. Nowadays more of us (2) _____ sport regularly and the younger generation (3) _____ traditional leisure pursuits such as crafts and outdoor activities.

Deductive method of grammar instruction (from rule to example – rule-driven learning)

Advantages:

- ✓ Time-saving; can be very efficient;
- ✓ Takes into account the intelligence of older and advanced learners that need not much explanation to understand a new structure;
- ✓ Supports analytical learner types;
- ✓ Enables the teacher to take resort to the rule if the learners encounter problems.

Disadvantages:

- ✓ Supports teacher-centred teaching;

- ✓ Can be demotivating and boring;
- ✓ The learners' meta-linguistic capabilities may be insufficient to understand the explanations;
- ✓ Instructions are not as easily memorized as demonstrations.

Both methods, inductive and deductive, are usually combined in the *text approach method*. This method uses written texts rather than oral ones in order to introduce new grammatical structures[3].

Example on deductive method

Decide on the correct tense (present simple, past simple or present perfect simple) and finish the sentences. Decide which rule matches the meaning of each sentence[9].

1 The sun often _____ in Morocco, [shine] Tense: _____ Rule number: _____ 2 'It's late. Where _____?' [you/go] Tense: _____ Rule number: _____ 3 What time _____? [the bus/leave] Tense: _____ Rule number: _____ 4 John _____ (go) to Finland last year, but he _____ [like] it. Tense: _____ Rule number: _____ 5 The world _____ (see) a massive shift in transport and tourism in the last decade. Tense: _____ Rule number: _____ 6 Cruise ships _____ [cross] the Atlantic with the majority of people before air travel became so affordable. Tense: _____ Rule number: _____

We think it is due to the fact that applying grammar rules correctly is necessary for:

- *Cognitive language learning*;
- The ability to form completely new sentences (*generative principle*);
- *Comprehensibility*: Grammatically correct sentences guarantee comprehensibility/understanding;
- *Accuracy*: The correct use of grammar helps to avoid – or get rid of – “fossilized” mistakes (e. g. putting a ‘that’-clause after ‘to want’ instead of a construction using AcI: to want so to do sth);
- *Acceptability*: Observation of grammar rules helps to avoid negative social reactions;
- *Advanced language learning*: Language proficiency can be only be achieved by applying grammar rules correctly;
- *Analytical-cognitive learner types*: Learning grammar is the basis of error analysis which needs a reference system with which the student's reaction can be compared;
- Apart from fostering language competence, grammar supports *language awareness*;
- Finally, *grammar is helpful in comparing different languages with each other (identifying parallels and differences)*.

Grammar language material is taught according to the definite methodical principles. Teaching foreign language grammar is conducted basing on the following principles[4]:

I. Principle of developing grammar mechanisms. Teaching foreign language grammar is associated with developing grammar mechanisms;

II. Principle of communicative orientation: a) grammar skills are acquired in the content of kinds of speech activity; b) special grammar exercise is planned only in the initial stage of creating the skill;

III. Principle of practical learning of grammar. It reveals learning grammar cases that are important and enough for oral and written speech;

IV. Principle of teaching grammar in structure. Structural approach in teaching grammar is well-grounded measure. A new vocabulary unit is presented in the known speech pattern, and the unknown pattern is presented on the base of acquired vocabulary material;

V. Principle of teaching grammar in speech situation. In teaching foreign language it is referred as situational approach (in American methodology role playing);

VI. Principle of conscious acquisition of grammar. Consciousness is aimed at directing attention of the pupil to definite language elements in the learned speech pattern (sentence).

VII. Principle of differentiated teaching grammar. Based on the assimilation of active and passive units they are sorted into reproductive and receptive speech. There are different acts for reproduction and reception.

Conclusion

Besides the above mentioned general principles there are also private principles of teaching foreign grammar. All principles are important to develop grammar competence so far. Once these studies are completed, they can be applied to English education where meaningful communication and the correct use of grammar are strongly needed.

References:

1. Brown, H. Douglas. Teaching by Principles. New York: Longman, 1997. Print
2. Thoronburry. How to teach grammar. England. Pearson education limited. 1999. 250p
3. Thaler E: English teaching. Cornelsen, pp. 238 . (adapted)
4. Larcen-Freeman, D. (2006). Teaching grammar. Teaching English as a second or foreign language (3rd Edition). UK. McGraw-Hill Companies Lee, J. & VanPatten, B. (2003). Making language teaching happen.
5. Howatt, A.P.R. A History of English Language Teaching. New York: Oxford University Press, 1984. Print
6. Celce-Murcia, Marianne, and Diane Larsen-Freeman. The Grammar Book: an ESL/EFL Teacher's Course Second Edition. Boston: Heinle & Heinle, 1999. Print.
7. Hinkel, Eli, and Sandra Fotos. "From Theory to Practice: a Teacher's View." New Perspectives on Grammar Teaching in Second Language Classrooms. Ed. Hinkel, Eli and Sandra Fotos. New Jersey: Lawrence Erlbaum Associates, 2002. 1-12. Print
8. Lightbown, Patsy M, and Nina Spada. How Languages are Learned. New York: Oxford University Press, 1993. Print.
9. Mondal, Nitish Kumar. "English Language Learning through the Combination of Grammar Translation Method and Communicative Language Teaching." Academia Arena 4.6 (2012): 20-24. Web. 1 Aug. 2012