TEACHING GRAMMAR FOR EFL STUDENTS AND ITS APPROACHES

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Annotation

English has become a world bridge language that every humankind needs to know to get high-quality education and job and Grammar is an inevitable part of communication as it helps to construct sentences comprehensively. Therefore, the teacher needs to find an appropriate method according to the needs and wants, the students' personality taking into consideration the aim of studying the English language.

Key words

Grammar, student motivation, critical thinking, communication, teaching approaches.

INTRODUCTION

English has become a world bridge language that every humankind needs to know to get high-quality education and job. For this reason, parents are motivated to give their children the best education and future by creating opportunities to learn English. Teaching English is a joyful and responsible process as the teacher needs to design an English atmosphere in a fun and productive way so students can learn and enjoy the process. Motivating students to enhance productive and receptive skills can cause some challenges, especially when the teacher explains grammar structure to a student who is a non-native speaker. The students may get confused in grammar rules as their native language sentence structure and tenses may differ, which leads to miscomprehension and even being stubborn. Therefore, the teacher needs to find an appropriate method according to the needs and wants, the students' personality taking into consideration the aim of studying the English language. In this paper, I will interview a student and will find his problems in English grammar. Problems always have solutions. Therefore, I will find the keys to the problems.

LEARNER PROFILE

The world is full of different people who learn things uniquely, and one of them is my student. Student A is an extroverted personality who enjoys speaking and reading. He was raised in an average family where the Uzbek language was dominant and no other language was spoken. The parents of student A are mathematics teachers, and the student has good critical thinking ability, which helps him in speaking and writing sections. He has been learning English for two years and the reason for this is that he aims to earn scholarships at Paris State University. When he came to me for the first, I saw an ambitious student who was eager to study, and according to his needs and wants analysis, he has to get IELTS 7 to be eligible to participate in the study abroad program. The diagnostic test I have taken before starting the classes has shown that students had the potential to learn English. According to the test, his level is Pre-intermediate and the strong side is the speaking and reading part; however, in the writing section, some grammatical errors were found, such as misusage of present simple and continuous tenses. From a grammatical point, the student has minor problems which block him from speaking and writing correctly. Therefore, I decided to teach him from the New English File pre-intermediate book, which integrates all skills and teaches

grammar in context and as a supplementary book, grammar was chosen to enhance learner's grammar performance in production parts.

Since his family spoke monolingual, it was not easy to break the barrier to produce the language; however, his passion for studying is much higher than the average student. He put the aim and put much effort towards it.

DESCRIPTION

The student of mine faces multiple grammar problems, particularly a gap in using Present simple in writing and speaking parts. This is a common difficulty that most students struggle with within 8th grade. Facing problems with grammar is natural as the student's mother tongue and second language differ in terms of sentence structure, vocabulary, pronunciation and the like. As grammar is the heart of communication in English, we should have a wide range of vocabulary and the ability to build correct sentences and utterances, which grammar stands for. Accordingly, grammar should not be ignored but developed and enhanced to write and speak attractively and understandably.

Students have issues in many aspects of the language, but tenses are particularly hard to learn for Uzbek students. The student misuses Present Simple. It is still impossible for the eighth-grade student to find a relevant form of the verb in the sentence. During the interview, the student answered some questions where I found that the student produces errors in choosing the correct form of the verb. He says, "… we walks together to school…". This mistake is common to Uzbek learners as the native language differs in terms of this grammar point. In written production, the student has made a similar mistake. For example, "We goes to the cinema for entertainment." These slips notify to find new methods and approaches to deliver the rule and usage of the current issue so that in the future he will not have such mistakes.

THEORETICAL PART

Learners and teachers face difficulties in learning and teaching grammar. Teachers are responsible for developing and creating an atmosphere and strategies to introduce grammar and subsequently help them to produce it. This process needs to be carefully and deliberately shaped so students will only enjoy the process as there is a stereotype that grammar is "boring. "Teaching grammar aims to help the learners organize beautiful and comprehensive language in communication. There are different methods and approaches to deliver grammar. Haight, Heron, and Cole (2007) believe that teaching grammar is beneficial and efficient in combining both deductive and inductive approaches. Although these two approaches differ, they give fruits in the learning as both complete each other. Deductive grammar teaching has advantages such as it is more teacher-centered and students know what they are doing and expected to do.

Moreover, the teacher does not have to spend much time preparing the activities as they already exist in huge numbers. However, students become passive learners and may show less communicative skills. In inductive grammar teaching, it is the opposite of deductive one. Students are in the center of learning and they are active in exploring the grammar themselves which help to become an autonomous learner in a short period. However, teachers spend much time as well as students in finding the best explanation for the problem. Students may misinterpret the grammar rules. Thornbury (1999) states that the deductive approach is presented by the rule followed with exercises to strengthen and support the theoretical part.

According to Hinkel (2002), Present Simple should be mastered by students as it is the basis of all

tenses, and this tense will help to talk about general things. Soetikno (1996) said that students incline to omit or add some parts to words and form errors in constructing the sentences. This happened in my student's case. Suemarto and Suharjito (1994) explain that present simple is formed by adding -s/-es ends to the verbs for the third person singular other person subjects are formed entirely without adding. Teachers know that if you want to teach effectively, you should act the language and games are the best effective tools to practice grammar structures and other learning aspects (Saricoban and Metin, 2000). In our case, playing games that are prepared and planned beforehand will be beneficial to the student. Therefore, the teacher is needed in grammar learning, according to Folse (2004).

In teaching, this grammar point deductive and inductive approaches will be mixed to get the best results as they separately cannot be beneficial at a high point. CLT method can be taken as a basis for conducting and guiding the lesson. However, we know that one method cannot work alone, so the GT method may be mixed to get aimed results. CLT method can also enhance and develop the student's critical thinking (Oster, 1989), whereas GT will positively affect the student as he is a non-native learner (Amengual-Pizarro, 2007; Chen,2003).

CONCLUSION

Grammar is an inevitable part of communication as it helps to construct sentences comprehensively. Therefore, humankind should learn grammar to sound esthetically in the speech. Teaching grammar is not an easy process, but it gives fruitful results if taught using different methods and approaches according to students' needs and wants. Taking into consideration, I tried to design a lesson plan focusing on developing students' productive skills. These activities will help to overcome difficulties that every student faces in the learning process. However, this project has limitations, such as these activities are designed only for 8th-grade students and cannot be implemented in other levels. The lesson plan will be reshaped and brought to perfection to serve both teachers and students in the future.

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