THE METHODS TO DEVELOP GRAMMAR COMPETENCE OF ENGLISH LEARNERS

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Abstract

Grammar is one of the essential aspects of the language that is crucial to articulate the ideas in the mind. There are a great many approaches that can be implemented to tech grammar to the English learners. This article is devoted to indicate those methods, their usage and efficacy in EFL classes.

Key words: grammar, approach, EFL, grammatical rules, principles, deductive, inductive.

Introduction

Currently, the government of Uzbekistan is increasing the improvement of English language in the country because of the widespread of usage of the language all fields of life in the world. There are a number of effective approaches to teach grammar. For instance, The Grammar Translation Method and the Communicative Approach have played crucial roles in teaching English language. Both approaches are fruitful for learners that help develop the learners' general knowledge of English language.

Methods and materials

There can be seen a great many thorough researches on the grammar teaching methods in the long history of language teaching. In the Western world, " foreign " language learning in schools was synonymous with the learning of Latin or Greek. Latin, thought to develop intellectuality through " mental gymnastics ", was only until relatively lately held to be indispensable to a sufficient higher education. Latin was taught by means of what has been called the Classical Method: concentrate on grammatical rules, memorization of vocabulary and of diverse declensions and conjugations translation of texts, doing written activities.

As other languages began to be taught in educational institutions in the eighteenth and nineteenth centuries, the Classical Method was approached as the chief means for teaching foreign languages. Little thought was given to teaching verbal make use of languages. After all, languages were not being taught mainly to learn oral / aural communication however to learn for the

purpose of being " scholarly " or, in some instances, for obtaining a reading experience in a foreign language.

As there was little if any theoretical investigation on second language acquisition in general, or on the gaining of reading proficiency, foreign languages were taught as any other skillfulness was taught Those principles can target us in the teaching of grammar. Both Hedge and Thornbury[11] gives us some deserving answers.

It is considered that the presentation of grammar to learners should moderate learning procedure in many aspects. It can provide input for sensing output and correct forms of English; it can demonstrate high - frequency grammatical elements clearly to speed up learning; it can give information about the expansive use of language structures by contextualizing them in spoken and written form; it can present data completely through exposure to samples or totally through instruction on the stylistic difference of language form.

If teachers desire to or are supposed to change their approach to teaching grammar, they could be inspired to meet constantly with a group of colleagues and DO some ' communicative ' activities themselves (e.g. try some from a regional coursebook, or the resources itemized below), then discuss if they work, why they work, how they could be modified for the local context, etc. This is the only way to really comprehend what variation needs. It can be done with the guidance of teacher educators, or by groups of teachers autonomously.

Due to the weaknesses of teaching grammar through contents to beginners or elementary learners, this study accentuates the utilization of deductive and inductive approaches to teach grammar to EFL students in high school, distinctly, young adult beginners. Deductive teaching is a traditional technique in which information about the target language and rules is presented with the beginning of a class and complemented with instances.

The principles of this approach are generally utilized in classes where the main target is to teach grammar structures. For example, these principles are suitable for classes in which grammar translation procedure is applied (Shrum & Glisan[7]). Furthermore, in a deductive lesson the teacher should first present the grammar rules. Then examples highlighting the grammar structures should be supplied by the teacher. Finally, students use the rules in order to produce their own examples. Actually, the supposed consequence of a deductive system sees the need to teach grammar in an exact way to help learners to be aware of the grammar rules.

In the opinion of Dörnyei [4], EFL teachers can implement tactics in the classroom for building rapport such as greeting students, remembering their names, observing interesting features of their appearance, learning something distinctive regarding each student, asking them about their lives outside school, demonstrating interest in their hobbies, knowing birthdays, moving around in class, including personal issues and examples, and allocate homework to absent students.

Proper rapport between the teacher students demands harmonious comprehension of each other as individuals, based on mutual respect and esteem. On the other hand, unsuitable etiquette by teachers, which indicates that they have little respect or admire for students, will inevitably diminish the evolution of good rapport.

All in all, grammar is a significant aspect of the language and it can be taught and enhanced by various approaches such as grammar translation, deductive and inductive methods.

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