

The Significance of Grammar in Teaching

1Gulmira Juraboyeva Sherali qizi and 2Suxrob Raxmatov Soli o'g'li

1Student of Samarkand state institute of foreign languages
+998979214973

gulmirajuraboyeva@gmail.com

2Student of Tashkent state transport university
+998908056563

suxijon.uz@mail.ru

Abstract: *this paper discusses the role of grammar in teaching process. Moreover, the theories, as well as instructions are presented on the basis of grammar below.*

Keywords: rules, grammar–translation method, Richards and Rodgers, instruction.

I. INTRODUCTION

Without a sound knowledge of the grammatical basis of the language it can be argued that the learner is in possession of nothing more than a selection of communicative phrases which are perfectly adequate for basic communication but which will be found wanting when the learner is required to perform any a kind of task.

Grammar–translation classes are usually conducted in the students' native language. Grammar rules are learned deductively; students learn grammar rules by rote, and then practice the rules by doing grammar drills and translating sentences to and from the target language. More attention is paid to the form of the sentences being translated than to their content. When students reach more advanced levels of achievement, they may translate entire texts from the target language. Tests often consist of the translation of classical texts.

There is not usually any listening or speaking practice, and very little attention is placed on pronunciation or any communicative aspects of the language. The skill exercised is reading, and then only in the context of translation.

II. Methods

The mainstay of room materials for the grammar–translation technique is that the textbook. Textbooks within the nineteenth century tried to systemize the descriptive linguistics of the target language into distinct rules for college kids to be told and con. A chapter in a very typical grammar–translation textbook would begin with a bilingual vocabulary list, once that there would be descriptive linguistics rules for college kids to check and sentences for them to translate. Some typical sentences from 19th-century textbooks are as follows:

The philosopher pulled the lower jaw of the hen.

My sons have bought the mirrors of the Duke.

The cat of my aunt is more treacherous than the dog of your uncle.

Reception

The method by definition has a very limited scope. Because speaking or any kind of spontaneous creative output was missing from the curriculum, students would often fail at speaking or even letter writing in the target language. A noteworthy quote describing the effect of this method comes from Bahlsen, who was a student of Plötz, a major proponent of this method in the 19th century. In commenting about writing letters or speaking he said he would be overcome with "a veritable forest of paragraphs, and an impenetrable thicket of grammatical rules".

According to Richards and Rodgers, the grammar–translation has been rejected as a legitimate language teaching method by modern scholars:

Though it may be true to say that the Grammar-Translation Method is still widely practiced, it has no advocates. It is a method for which there is no theory. There is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology, or educational theory.

III. RESULTS

The grammar–translation method was the standard way languages were taught in schools from the 17th to the 19th century. Despite attempts at reform from Roger Ascham, Montaigne, Comenius and John Locke, no other methods gained any significant popularity during this time.

Later, theorists such as Viëtor, Passy, Berlitz, and Jespersen began to talk about what a new kind of foreign language instruction needed, shedding light on what the grammar–translation was missing. They supported teaching the language, not about the language, and teaching in the target language, emphasizing speech as well as text. Through grammar–translation, students lacked an active role in the classroom, often correcting their own work and strictly following the textbook.

Despite all of these drawbacks, the grammar–translation method is still the most used method all over the world in language teaching. This is not surprising as most language proficiency books and tests are in the format of grammar–translation method; and hence the use of the method continues

At the height of the Communicative Approach to language learning in the 1980s and early 1990s it became fashionable in some quarters to deride so-called "old-fashioned" methods and, in particular, something broadly labelled "Grammar Translation". There were numerous reasons for this but principally it was felt that translation itself was an academic exercise

rather than one which would actually help learners to use language, and an overt focus on grammar was to learn about the target language rather than to learn it.

As with many other methods and approaches, Grammar Translation tended to be referred to in the past tense as if it no longer existed and had died out to be replaced world-wide by the fun and motivation of the communicative classroom. If we examine the principal features of Grammar Translation, however, we will see that not only has it not disappeared but that many of its characteristics have been central to language teaching throughout the ages and are still valid today.

The Grammar Translation method embraces a wide range of approaches but, broadly speaking, foreign language study is seen as a mental discipline, the goal of which may be to read literature in its original form or simply to be a form of intellectual development. The basic approach is to analyze and study the grammatical rules of the language, usually in an order roughly matching the traditional order of the grammar of Latin, and then to practise manipulating grammatical structures through the means of translation both into and from the mother tongue.

The method is very much based on the written word and texts are widely in evidence. A typical approach would be to present the rules of a particular item of grammar, illustrate its use by including the item several times in a text, and practise using the item through writing sentences and translating it into the mother tongue. The text is often accompanied by a vocabulary list consisting of new lexical items used in the text together with the mother tongue translation. Accurate use of language items is central to this approach.

Generally speaking, the medium of instruction is the mother tongue, which is used to explain conceptual problems and to discuss the use of a particular grammatical structure. It all sounds rather dull but it can be argued that the Grammar Translation method has over the years had a remarkable success. Millions of people have successfully learnt foreign languages to a high degree of proficiency and, in numerous cases, without any contact whatsoever with native speakers of the language (as was the case in the former Soviet Union, for example).

There are certain types of learner who respond very positively to a grammatical syllabus as it can give them both a set of clear objectives and a clear sense of achievement. Other learners need the security of the mother tongue and the opportunity to relate grammatical structures to mother tongue equivalents. Above all, this type of approach can give learners a basic foundation upon which they can then build their communicative skills.

IV. DISCUSSION

Applied wholesale of course, it can also be boring for many learners and a quick look at foreign language course books from the 1950s and 1960s, for example, will soon reveal the non-communicative nature of the language used. Using the more enlightened principles of the Communicative Approach, however, and combining these with the systematic approach of Grammar Translation, may well be the perfect combination for many learners. On the one hand they have motivating communicative activities that help to promote their fluency and, on the other, they gradually acquire a sound and accurate basis in the grammar of the language. This combined approach is reflected in many of the EFL course books currently being published and, amongst other things, suggests that the Grammar Translation method, far from being dead, is very much alive and kicking as we enter the 21st century.

In responding to student communication, teachers need to be careful not to focus on error correction to the detriment of communication and confidence building. Teachers need to let students know when they are making errors so that they can work on improving. Teachers also need to build students' confidence in their ability to use the language by focusing on the content of their communication rather than the grammatical form. Teachers can use error correction to support language acquisition, and avoid using it in ways that undermine students' desire to communicate in the language, by taking cues from context. When students are doing structured output activities that focus on development of new language skills, use error correction to guide them. When students are engaged in communicative activities, errors should be corrected only if they interfere with comprehensibility and be responded by using correct forms, but without stressing them.

The goal of grammar instruction is to enable students to carry out their communication purposes. This goal has three implications: Students need overt instruction that connects grammar points with larger communication contexts. Students do not need to master every aspect of each grammar point, only those that are relevant to the immediate communication task. Error correction is not always the instructor's first responsibility. Which method works the best is up to the individual teacher, but one thing is certain: it is the English teacher's job to make sure this information is cleverly presented. Therefore grammar is one of those issues that do not have an easy solution. It is tricky and it is tough, kind of like all important things in life. It is not for the faint of heart or the creatively shallow.

Modern methods of teaching English grammar

Meaningful planning

Where possible, learning in English is linked with subjects within the creative curriculum we follow: the International Primary curriculum (IPC). Well in advance of teaching, teachers should collaborate and share their ideas for planning through a mind mapping process. Meaningful, creative activities must be planned for, ensuring that all staff members know exactly what the children will be learning and why.

Focused on strategies

The teaching of reading is not easy. As children's fluency in reading increases, it's hard to know what reading skills need to be taught, and when. Specific reading strategies are to be modeled explicitly to the class; this provides children with a holistic bank of skills to draw upon. This could include scanning a text, making an inference, predicting or creating a mental image. Our teachers use 'think aloud' statements to model to the children how these skills are used, and how they can help them become better readers. These strategies are then shared as a class, and then assessed in follow up guided reading activities.

Inspirational learning environment

The classroom environments should inspire adults and children alike. Not only is the children's work displayed creatively, but there is a range of learning prompts to inspire and support all pupils. The study suggests to encourage our children to discover new texts, genres and authors, so our reading areas are inviting, well -resourced and highly organized. Pupils can choose from an exciting array of reading material: newspapers, classic texts, reference books as well as the children's own published stories are just some examples of what book corners might offer.

Drama to engage and inspire

The use of drama is a powerful tool. Taking the lead from our drama specialist, all teaching staff should use a range of techniques to promote the exploration of characters, situations and historical events. This process expands the pupils' imaginations, and provides them with the ideas they need to give their writing that extra spark and flair.

Rigorous teaching of spelling and phonics

In the infants, phonics is streamed, so all children can benefit from tailored teaching, making maximum progress as a result. All phonics and spelling activities should be fun, multi sensory and as physical possible, the aim being to meet all learning styles in the class. In the juniors, we must try to make homework lists as personalized to the child as possible to ensure that the spelling patterns stick in a meaningful way.

Grammar concepts taught creatively

Grammar cannot be taught as a standalone activity. Children begin to understand grammar concepts, and start to apply them in their own writing, when they start to read with a writer's mind. Punctuation rules and techniques should be drawn from shared texts; texts which the children have already been immersed in and have a good understanding of. Exploring these and embedding them creatively is how the learning takes place.

Self - assessment

What child doesn't love marking somebody else's work? With a clear marking key, success criteria and purpose in mind, children set about assessing either their own, or a partner's piece of writing. Modeled through the teacher's own formative marking, pupils know what the expectations are. They are well trained in searching for successful examples of the learning intention, articulating their responses to the work, checking the writing matches any targets and giving constructive feedback.

V.CONCLUSION

Grammar instruction is most naturally integrated during the revising, editing, and proofreading phases of the writing process. After students have written their first drafts and feel comfortable with the ideas and organization of their writing, teachers may wish to employ various strategies to help students see grammatical concepts as language choices that can enhance their writing purpose. Students will soon grow more receptive to revising, editing, and proofreading their writing. In writing conferences, teachers can help students revise for effective word choices. As the teacher and student discuss the real audience(s) for the writing, the teacher can ask the student to consider how formal or informal the writing should be, and remind the student that all people adjust the level of formality in oral conversation, depending on the listeners and the speaking context. The teacher can then help the student identify words in his or her writing that change the level of formality of the writing. To help students revise boring, monotonous sentences, teachers might ask students to read their writing aloud to partners. Both the partner and the writer can discuss ways to vary the sentence beginnings. After the writer revises the sentences, the partner can read the sentences aloud. Then both can discuss the effectiveness of the revision. Teachers can help students edit from passive voice to active voice by presenting a mini lesson. In editing groups, students can exchange papers and look for verbs that often signal the passive voice, such as was and been. When students find these verbs, they read the sentence aloud to their partners and discuss whether the voice is passive and, if so, whether an active voice verb might strengthen the sentence. The student writer can then decide which voice is most effective and appropriate for the writing purpose and audience. Teachers can help students become better proofreaders through peer editing groups. Based on the writing abilities of their students, teachers can assign different proofreading tasks to specific individuals in each group. One person in the group might proofread for spelling errors, another person for agreement errors, another person for fragments and run-ons, and another person for punctuation errors. As students develop increasing skill in proofreading, they become responsible for more proofreading areas. Collaborating with classmates in editing, students improve their own grammar skills as well as understand the importance of grammar as a tool for effective communication. As teachers integrate grammar instruction with writing instruction, they should use the grammar terms that make sense to the students. By incorporating grammar terms naturally into the processes of revising, editing, and proofreading, teachers help students understand and apply grammar purposefully to their own writing. Strategies such as writing conferences, partnership writing, grammar mini lessons, and peer response groups are all valuable methods for integrating.

VI. REFERENCES

1. Hillocks, G., Jr. (1986). "Research on Written Composition: New Directions for Teaching." Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills and the National Conference on Research in English.
2. Hillocks, G., Jr. & Smith, M. (1991). "Grammar and Usage." In J. Flood, J. M. Jensen, D. Lapp & J. R. Squire (Eds.), *Handbook of Research on Teaching the English Language Arts*. New York: Macmillan .

3. Mellon, J. C. (1969). "Transformational Sentence-Combining: A Method for Enhancing the Development of Syntactic Fluency in English Composition." NCTE Research Report No. 10. Urbana, IL: National Council of Teachers of English.
4. National Council of Teachers of English and the International Reading Association. (1996). Standards for the English Language Arts. Urbana, IL: National Council of Teachers of English