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ФІЛОЛОГІЧНІ НАУКИ

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METHODOLOGICAL APPROACHES IN TEACHING ENGLISH GRAMMAR

Анотація. У статті обґрунтовуються різні методологічні підходи до навчання граматики англійської мови. Також пояснюється важливість вивчення граматики в удосконаленні володіння мовою.

Ключові слова: навчання граматики, методика навчання, дедуктивний підхід, індуктивний підхід, функціональна граMATика, комунікативні ситуації.

Summary. Different methodological approaches in teaching English grammar are substantiated in the article. Importance of learning grammar for mastering a language is explained.

Key words: grammar teaching, teaching methodologies, deductive approach, inductive approach, functional grammar, communicative situations.

It's well-known that teaching students English grammar while they are studying the language as the second foreign one is essential for mastering a language. In fact, no other issue has so debated. There are a lot of differences concerning attitude to grammar teaching: differences between teaching methodologies, between approaches to teaching grammar, between instructors and types of learners. Obviously, that everyone involved in language teaching and learning has a definite opinion on.

A famous textbook writer Joseph Webbe claimed in 1622 that “no man can run speedily to the mark of language that is shackled with grammar precepts”. He wrote that grammar could be picked up “through simply communicating by exercise of reading, writing, and speaking.” A coursebook writer Tom Hutchinson wrote the following: “A sound knowledge of grammar is essential if pupils are going to use English creatively.”

There are many arguments for putting grammar in the foreground in second language teaching [1]. Some of the most important are:

- The sentence-machine argument (When we discuss item-learning there is a limit to the number of items one can learn and we need to learn some patterns and rules (i.e. grammar) to enable us to generate sentences.)
- The fine-tuning argument (It is the case for the written language which needs to be more explicit and learning grammar makes the language more intelligible and appropriate.)
- The advance-organizer argument (Using the experience of some researchers and interacting naturally with native speakers, certain grammatical items are noticed and later paid more attention to influence leaning.)
- The discrete item argument (A discrete item is one of the grammar system units defined to focus a lesson or an exercise, e.g. the past simple, articles, pronouns, etc. Each discrete can be isolated from the language and then be slotted into a syllabus of other discrete item.)
- The rule-of-law argument (As grammar is a system of learnable rules it’s viewed as transmission. Those who have knowledge of facts and rules transfer them to those who don’t have ones. One of the alternatives is allowing learners to experience the language through communication.)
- The learner expectations argument (As a rule, most learners start language classes having fixed expectations from what they intend to do. These expectations may derive from the former classroom experience and should be taken into consideration and not ignored by the teacher.)

- The communication argument (It is Communicative Language Teaching. Communicative approach involves skills of using grammar and language vocabulary to achieve communicative goals.)

There are different approaches to teach grammar: deductive, inductive, functional-notional approach, teaching grammar in situational contexts.

A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied. The grammar rule is presented and the learner engages with it through the study and manipulation of examples. Advantages of a deductive approach are the following. It gets straight to the point, and can therefore be time-saving. Many rules, especially rules of form, can be more simply and quickly explained than elicited from examples. This will allow more time for practice and application. It respects the intelligence and maturity of many students, and acknowledges the role of cognitive processes in language acquisition. It also confirms many students' expectations about classroom learning, particularly for those learners who have an analytical learning style. To conclude, it allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.

Many of the pros and cons of a rule-driven approach hinge on the quality of the actual rule explanation. This in turn depends on how user-friendly the rule is.

What makes a rule a good rule? Michael Swan, author of teachers' and students' grammars, offers the following criteria [3]:

- Truth: Rules should be true. While truthfulness may need to be compromised in the interests of clarity and simplicity, the rule must bear some resemblance to the reality it is describing.
 - Limitation: Rules should show clearly what the limits are on the use of a given form.
 - Clarity: Rules should be clear. Lack of clarity is often caused by ambiguity or obscure terminology.

- **Simplicity:** Rules should be simple. Lack of simplicity is caused by overburdening the rule with subcategories and sub-sub-categories in order to cover all possible instances and account for all possible exceptions.
- **Familiarity:** An explanation should try to make use of concepts already familiar to the learner. Few learners have specialized knowledge of grammar, although they may well be familiar with some basic terminology used to describe the grammar of their own language.
- **Relevance:** A rule should answer only those questions that the student needs answered. These questions may vary according to the mother tongue of the learner. [3]

As for inductive approach it's the rule-discovery path. Learners discover rules for themselves are more likely to fit their existing mental structures than rules they have been presented with. This in turn will make the rules more meaningful, memorable, and serviceable. The mental effort involved ensures a greater degree of cognitive depth which, again, ensures greater memorability. Besides, students are more actively involved in the learning process, rather than being simply passive recipients: they are therefore likely to be more attentive and more motivated. It is an approach which favors problem-solving abilities that it is particularly suitable for learners who like this kind of challenge. If the problem-solving is done collaboratively, and in the target language, learners get the opportunity for extra language practice. Working things out for themselves prepares students for greater self-reliance and is therefore conducive to learner autonomy.

To define functional-notional approach, it is “the method of language teaching categorized along with others under the rubric of a communicative approach. The method stresses a means of organizing a language syllabus. The emphasis is on breaking down the global concept of language into units of analysis in terms of communicative situations in which they are used.” [2]

Mary Finocchiaro has placed the functional categories under five headings as noted below: personal, interpersonal, directive, referential, and imaginative. [2]

- Personal (Clarifying or arranging one's ideas; expressing one's thoughts or feelings: love, joy, pleasure, happiness, surprise, likes, satisfaction, disappointment, distress, pain, anger, fear, anxiety, etc and some everyday feelings of hunger, thirst, fatigue, sleepiness, cold, or warmth.)

- Interpersonal (Enabling us to establish and maintain desirable social and working relationships: greetings, introducing people to others, identifying oneself to others, expressing joy at another's success and concern for other people's welfare, extending and accepting invitations, refusing invitations politely or making alternative arrangements, making appointments for meetings, apologizing, indicating agreement or disagreement, receiving visitors and paying visits to others, offering food or drinks and accepting or declining politely, etc.)

- Directive (Attempting to influence the actions of others, accepting or refusing direction, making suggestions in which the speaker is included. making request, persuading someone to change his point of view, requesting and granting permission, asking for help and responding to a plea for help, warning someone, establishing guidelines and deadlines for the completion of actions, asking for directions or instructions.)

- Referential (Talking or reporting about things, actions, events, or people in the environment in the past or in the future; identifying items or people in the classroom, the school the home, the community; asking for a description of someone or something; defining something or a language item or asking for a definition; paraphrasing, summarizing, or translating; explaining or asking for explanations of how something works; comparing or contrasting things; discussing possibilities, probabilities, or capabilities of doing something; requesting or reporting facts about events or actions.)

- Imaginative (Discussions involving elements of creativity and artistic expression discussing a poem, a story, a piece of music, a play, a painting, a film, a TV program, etc.; expanding ideas suggested by other or by a piece of literature or reading material; creating rhymes, poetry, stories or plays; recombining

familiar dialogs or passages creatively; suggesting original beginnings or endings to dialogs or stories.)

People who study and use a language are mainly interested in how they can do things with the language, how they can get attention to their problems and interests, influence their friends and colleagues and create a rich social life for themselves. They are only interested in the grammatical structure of the language as a means to getting things done.

The main objective of a functional grammar is to explain language in terms of what people do with it, how they use the language to live. It tries to do that by adopting more of a semantic and pragmatic orientation inside the grammar.

While discussing teaching grammar in situational contexts, we should mention that generative situation is a situation which the teacher sets up in the lesson in order to “generate” several sample sentences of a structure.

A situational context permits presentation of a wide range of language items. The situation serves as a means of contextualizing the language and this helps clarify its meaning. At the same time the generated examples provide the learners with data for induction of the rules of form. Students can be involved in the development of the presentation as well as in solving the grammar 'problem': this makes it less dry than a traditional grammar explanation. Moreover, the situation, if well chosen, is likely to be more memorable than a simple explanation.

Teaching grammar has been subjected to a tremendous change, particularly throughout the twentieth century. There has always been a development in thinking about the nature of language which has enabled people to see the point of the study and teaching of grammar. Also, there have been quite a number of adaptations of various methodologies of teaching grammar. This language component, grammar, has been always the center of pedagogical attention.

It is important to establish the fact that grammar can carry different interpretations and insights. As a consequence, each practitioner has his own point of view. This may

mean simply teaching to a grammar syllabus without any references to grammar inside classrooms. Conversely, it may mean teaching to a communicative syllabus by doing communicative activities. According to Lindsay and Knight, “Grammar is the most important element of learning a language”. [4] Expert opinions on how important grammar teaching is for learning and teaching language change regularly. Besides, it depends on learner types. It should be always taken into consideration.

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- 8) надійшло запрошення на особисту адресу, є необхідність отримувати запрошення від оргкомітету

