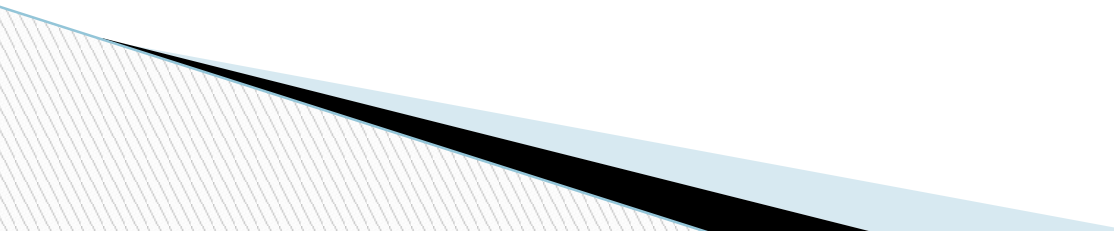


# TEACHING GRAMMAR

**119-36 Shirin Makhmudjanova**

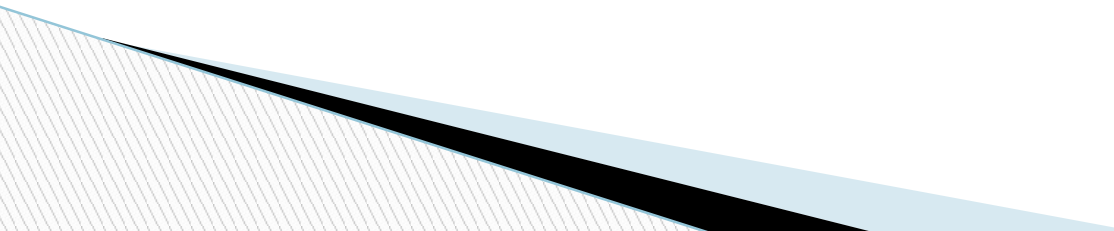
# PLAN:

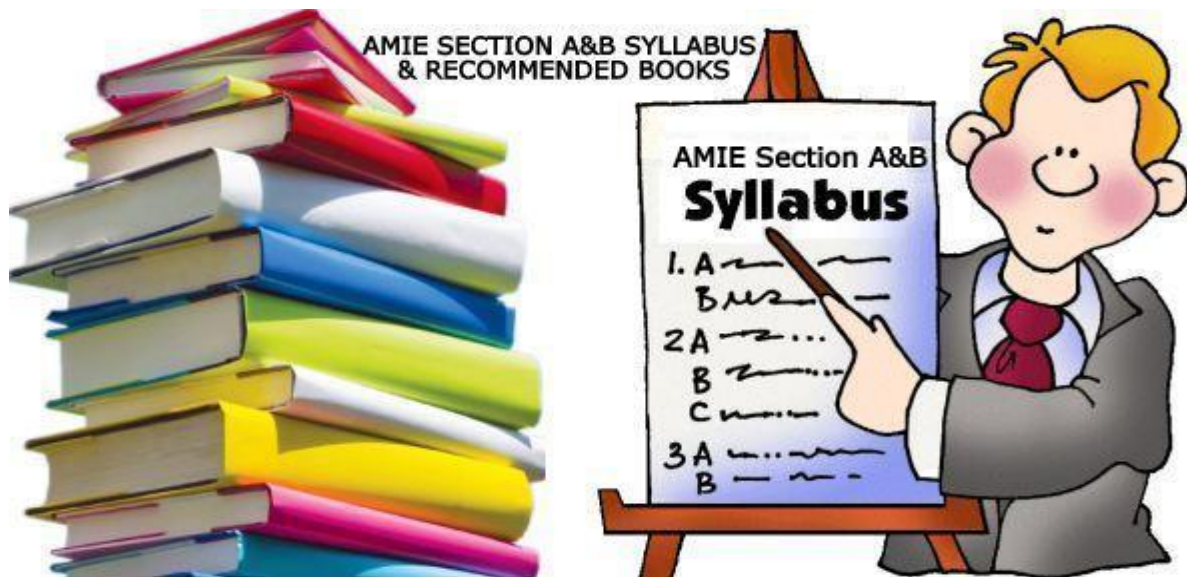
- The grammar material
  - How to teach grammar
  - Types of exercises for the assimilation of grammar
- 

- Grammar is a reality. A command of the structure of the language of the pupil ensures listening comprehension, speaking, reading, and writing. In order to understand a language and to express oneself correctly one must assimilate the grammar mechanism of the language studies



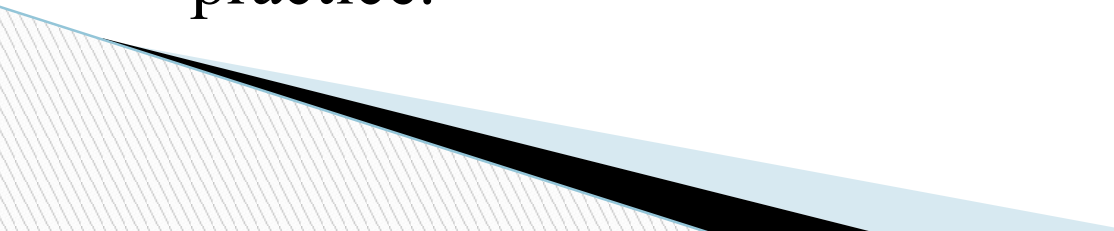
***The grammar material* may be classified into the following 3 groups:**

- The grammar phenomena which do not require any explanation since there are similar phenomena in the mother tongue of the pupil.
  - The grammar phenomena which require corrections (money – is).
  - The grammar phenomena which are strange for Russian-speaking pupils (article, tense, modal verbs).
  - In teaching grammar, therefore, the teacher should approach to the material differently depending on the difficulties pupils encounter in the assimilating of grammar phenomenon.
- 



- ❑ The syllabus and the textbooks present grammar differently. The syllabus emphasizes what to teach and gives it in terms of traditional grammar. The textbook emphasize how to teach and present grammar in sentence patterns, structures.
- ❑ The amount of grammar material pupils should assimilate in school, and the way it is distributed throughout the course of study, may be found in the syllabus. In teaching grammar the teacher follows the recommendations given in Teacher's Books.

# How to teach grammar

- Teaching grammar should be based upon the following principles:
  - Conscious approach to the teaching of grammar. It implies some rules for the teacher:
  - Realize the difficulties the sentence pattern presents for your pupils. Comparative analysis of the grammar item in English and in Russian or within the English language may be helpful.
  - Think of the shortest and simplest way for presentation of the new grammar item. Remember the more you speak about the language, the less time is left for practice.
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# How To Teach Grammar Inductively



## Step 1

Students analyze examples of correct language



## Step 2

Students create rules based on their observations



## Step 3

Students test their rules against additional examples



## Step 4

Students modify and add to rules as necessary



## Step 5

Students apply rules to their own writing and speaking samples

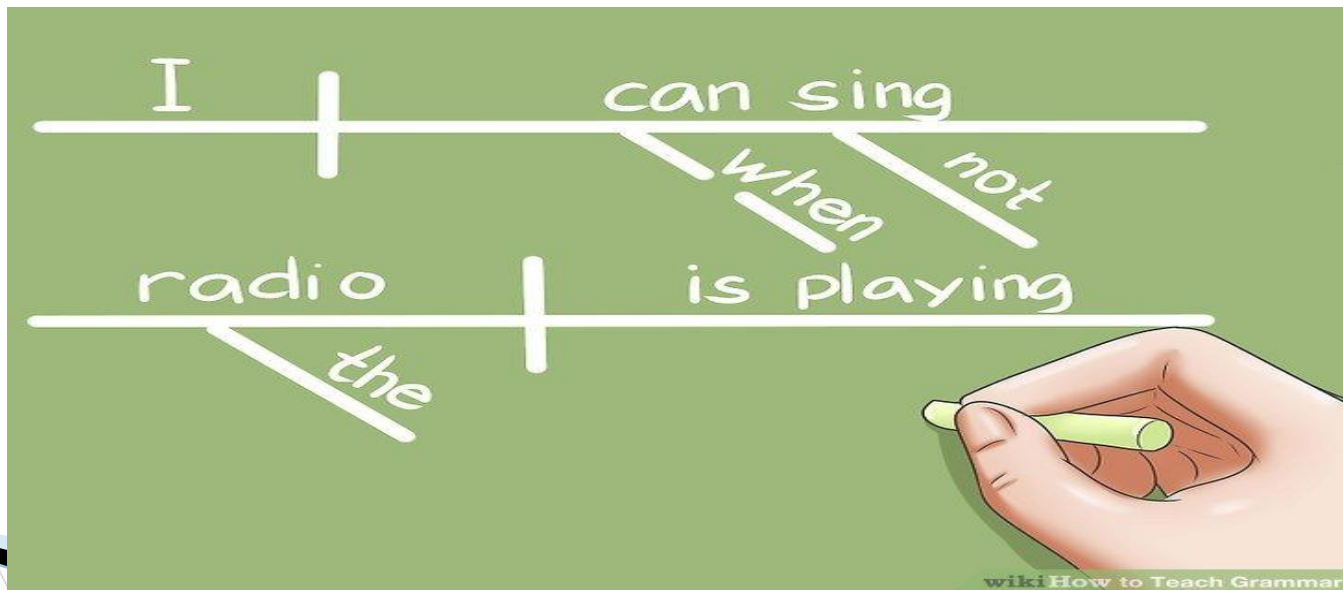
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Practical approach to the assimilation of grammar. It means that pupils learn those grammar items which they need for immediate use either in oral or written language

- Structural approach. Grammar items are introduced and drilled in structures or sentence patterns. Structural approach allows the pupil to make up sentences by analogy, to use the same pattern for various situations.
- Situational approach. Pupils learn a grammar item used in situations.
  
- Select the situations for the particular grammar item you are going to present. Look through the textbook and other teaching materials and find those situations which can ensure comprehension and provide the usage of the item.
  
- Different approach to the teaching of active grammar (for conversation) and passive grammar (for reading).
- If the grammar item belongs to those pupils need for conversation, select the oral approach method for teaching. If pupils need the grammar item for reading, start with reading and writing sentences in which the grammar item occurs.

# Types of exercises for the assimilation of grammar

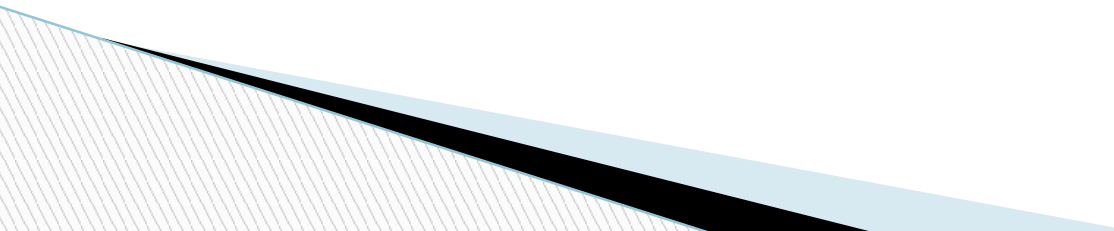
- **Recognition exercises.** Since pupils only observe the new grammar item the situations should be natural and communicative. Recognition exercises are indispensable as pupils retain the grammar material through auditory and visual perception. Auditory and visual memory is at work.



# Drill exercises

- Repetitive drill. Pupils pronounce the sentence pattern after the teacher, both individually and in unison. Attention should be drawn to the correct pronunciation of the sentence pattern as a sense unit, as a statement (sounds, stress, and tune).
- Substitution. Pupils substitute the words or phrases in a sentence pattern. Pupils substitute the words or phrases in a sentence pattern. Pupils consolidate the grammar item without thinking about it. They think of the words, phrases, but not of the form itself, therefore involuntary memory is at work.
- Completion. Pupils complete the sentences the teacher utters looking at the pictures he shows (Mike is...).
- Answering the teacher's questions. Drill exercises may be done both orally and in written form. Pupils perform oral exercises during the lesson and written ones at home.

# **Creative exercises (speech exercise). This type of exercises requires creative work on the part of the learners. These may be :**

- Making statements either on the picture the teacher shows, or on objects.
  - Asking questions with a given grammar item.
  - Speaking about the topic situation offered by the teacher. (He is opening/has opened the door)
  - Speaking on a suggested. For example, a pupil tells the class what he did yesterday.
  - Making dialogues using the grammar item covered.
  - Dramatizing the text read. For example, pupils read the text in persons.
  - Commenting on a film-strip.
  - Telling the story.
  - Translating into English.
  - Participating in free conversation in which pupils are to use the grammar item.
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# **All the exercises mentioned above are designed**

- ❑ To develop pupil's skills in recognizing grammar forms while auding and reading English texts.
  - ❑ To accumulate correct sentence patterns in the pupil's memory which they can reproduce whenever they need these patterns for speaking or writing.
  - ❑ To help the pupils to produce sentences of their own using grammar items necessary for speaking about a situation or a topic offered, or writing an essay on the text heard or an annotation on the text read.
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