



St. Petersburg State University of Culture

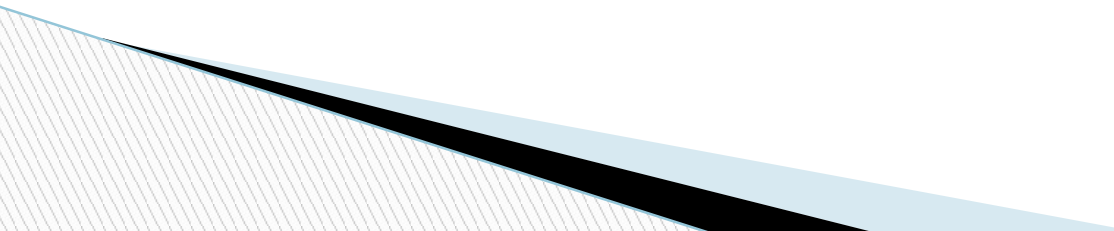
Methods of teaching grammar. Types of grammatical skills

LEBEDEVA VICTORIA

5 YEAR STUDENT

PART-TIME FORM OF EDUCATION,
SPECIALTY "LINGUISTICS"

In this summary you will learn:

- The importance of grammar in learning a foreign language;
 - Methods of teaching grammar (deductive method, inductive method and the eclectic way);
 - Learning Grammar – Strategies;
 - Grammar skills;
 - Potential difficulties in teaching grammar.
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The importance of grammar in learning a foreign language

«Grammar is partly the study of what forms or structures are possible in a language. Traditionally, grammar has been concerned almost exclusively with the analysis at the level of the sentence. As a result grammar is a description of rules that govern how a language's sentences are formed»

...Scott Thornbury



«You cannot use words unless you know how they should be put together»

...Penny Ur



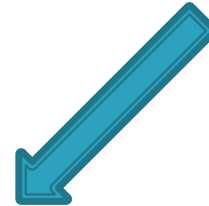
Methods of teaching grammar

The deductive method *(from rules to examples):*

1. Teacher writes an example on the board or draws attention to example in the textbook



2. The underlying rule is explained, nearly always in the mother tongue and using the meta language of grammar



3. Students practice applying the rule, orally and in writing

Methods of teaching grammar

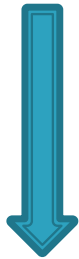
The inductive method (*rule-discovery learning*):

The rules will become evident if learners are given or exposed to enough appropriate examples.

To demonstrate the meaning to the class:



Hold up an apple, saying «This is an apple»



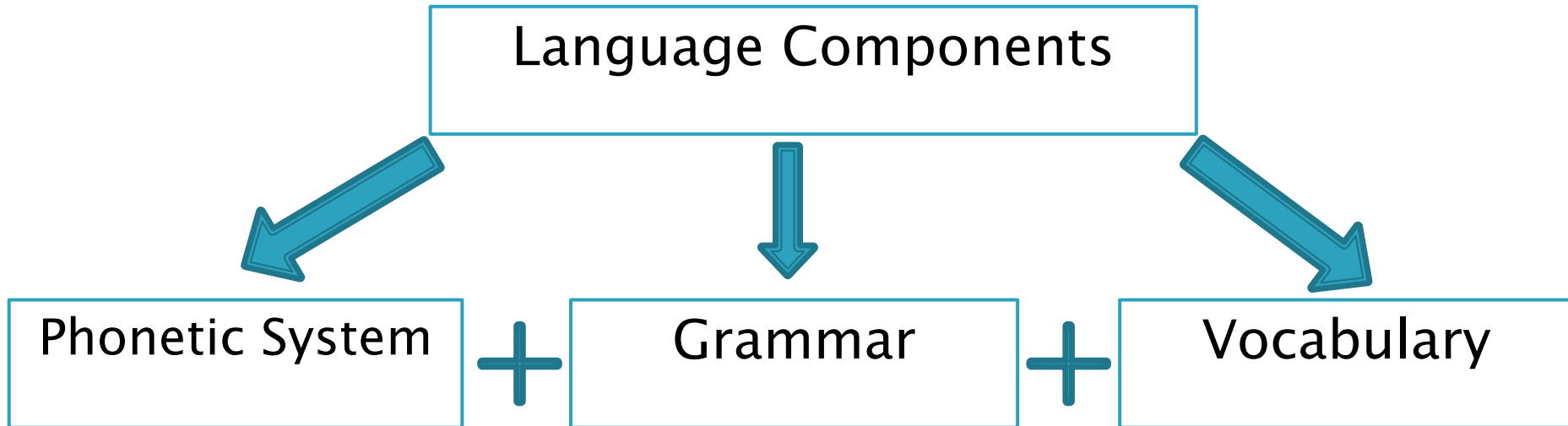
Hold up several apples, saying «These are apples»



Methods of teaching grammar

The eclectic way (rule-combination):

Language should not be separated into chunks



Methods of teaching grammar

Comparison

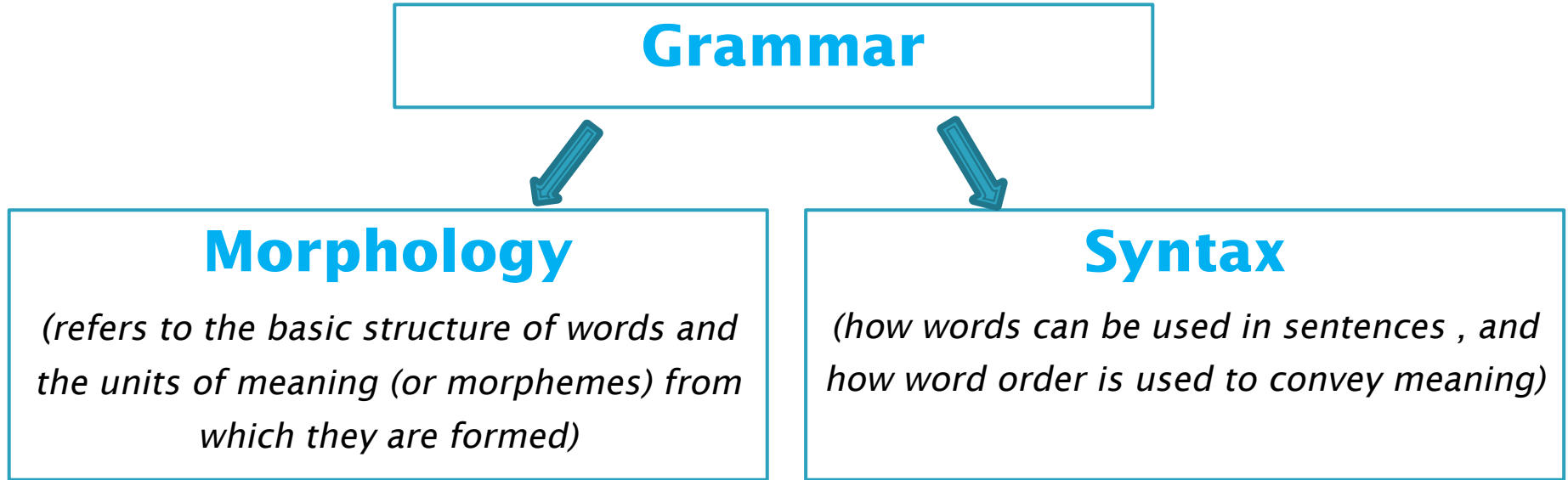
Deductive method	Inductive method	Eclectic way
Quick and easy for teacher	Requires the students to identify the rule for themselves , advantage of involving the students much more	Easy to fit the lesson into the time available, as well as enabling teacher to suit the differing needs and learning styles of the students
Difficult grammar point has to be presented and explained because the concept is not the one that is in the mother tongue	Better approach for grammatical regularities which are easily perceived, understood, and applied	Draw the attention of the group to certain grammar points as they occur in a text but not to deliberately practice them.
Preferred especially by older learners because they want to know how the language works	For any age groups	For any age groups

Learning Grammar - Strategies

«Aspects of the teaching/learning of structures»

	Form	Meaning
Listening	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in the context Speaking
Speaking	Production of well-formed examples in speech	Use of the structure to convey meanings in speech
Reading	Perception and recognition of the written form	Comprehension of what the written structure means in context
Writing	Production of well-formed examples in writing	Use of the structure to convey meanings in writing

Grammar skills



Main minimum of grammatical skills:

- verb forms (aspectual-temporal, infinite, indefinite-personal);
 - forms of conditional mood;
- usage of indirect speech (indirect question, command/motivation);
 - sequence of tenses.

Possible difficulties in teaching grammar

Classification of possible difficulties

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graph TD; A[Classification of possible difficulties] --> B[Interlinguistic interference (transfer)]; A --> C[Intralinguistic interference (transfer)];
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Interlinguistic interference (transfer)

(the rules of one language mechanically transferred to another, which leads to errors)

Intralinguistic interference (transfer)

(In the target language there are a lot of grammatical phenomena which can confuse students, especially if these phenomena are fully or partially missing in native language)

Thank you for your attention!

