



«ԻՆՏԵՐԱԿՏԻՎ ԿՐԹՈՒԹՅԱՆ ԶԱՐԳԱՑՈՒՄ»  
ՀԻՄՆԱԴՐԱՄ



ՀԵՐԹԱԿԱՆ ԱՏԵՍՏԱՎՈՐՄԱՆ ԵՆԹԱԿԱ

ՈՒՍՈՒՑԻՉՆԵՐԻ ՎԵՐԱՊԱՏՐԱՍՏՄԱՆ  
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ԱՎԱՐՏԱԿԱՆ ՀԵՏԱԶՈՏԱԿԱՆ ԱՇԽԱՏԱՆՔ

ԹԵՄԱ	-	<u>Անգլերենի ուսուցումը</u> <u>ժամանակակից փոխգործուն մեթոդների միջոցով</u>
ԱՌԱՐԿԱ-		<u>Անգլերեն</u>
ՀԵՂԻՆԱԿ-		<u>Աստղիկ Մելոյան</u>
ՄԱՐԶ-		<u>Արմավիր</u>

## Բովանդակություն

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## Introduction

This research work refers to the creation of different methods and approaches for teaching grammar communicatively, teacher-pupil, pupil-pupil relationship as well as a good planning and effectiveness of a lesson. The mentioned factors contribute to the effectiveness and productivity of the lesson in general and stimulate the activeness and motivation of the students in particular.

Teaching grammar is to show how language works. Accurate teaching of grammar guides learners how to use the language correctly. Grammar is a description of the rules for forming sentences. In foreign language acquisition accurate understanding of the language structures is the key part so teaching grammar is an essential aspect of foreign language instruction.

### Current Issues

There has always been a debate about the most effective way of teaching grammar. Grammar instruction through context positively affects learners' competence to use grammatical structures accurately in language skills. It is always useful for learners to see how language works in sentences or paragraphs; therefore, teaching grammar in context will give learners opportunities to see how grammatical structures function in sentences. Teaching grammar in context will help learners to acquire nature of the language which will facilitate their understanding of the language.

## Chapter 1

### Overview Of Grammar Teaching Methods And Approaches

#### 1. Why we should teach grammar

To be an effective language user, learners should study grammar because grammar skills will help learners to organize words and messages and make them meaningful. Knowing more about grammar will enable learners to build better sentences in speaking and writing performances. A good knowledge of grammar helps learners to make sentences clear enough to understand. Grammar is an essential aspect to communicate effectively. Moreover, grammar simply is creating well-organized reading and writing performances. What works in teaching grammar? As an English teacher, I am always in search of new educational resources. In my opinion nowadays we need modern active strategies in the process of teaching English, especially grammar, to make the educational process more effective. Teachers and researchers agree that effective grammar pedagogy should support the process of second language learning. Grammar skills will enable learners to be aware of parts of a language such as verbs, and nouns. Learners will understand and use the grammatical concepts better if they study grammar. Mulroy states the importance of grammar teaching as: —Sentences always have and always will consist of clauses with subjects and predicates and of words that fall into classes fairly well described as verbs, nouns, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. Individuals who understand these concepts have a distinct advantage over others where the use of language is involved—and that means everywhere.

Grammar teaching can also be done with the usage of metaphors. What is a Metaphor? A metaphor, according to the Cambridge Dictionary, is defined as “an expression, often found in literature, that describes a person or object by referring to something that is considered to have similar characteristics to that person or object. Grammar skills will enable learners to be aware of parts of a language such as verbs, and nouns. Learners will understand and use the grammatical concepts better if they study grammar. Mulroy states the importance of grammar teaching as:—Sentences always have and always will consist of clauses with subjects and predicates and of words that fall into classes fairly well described as verbs, nouns, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. Individuals who understand these concepts have a distinct advantage over others where the use of language is involved—and that means everywhere.

## Chapter 2

### 2.1 Aims and Methods

To analyze the term 'grammar teaching,' and

To explore the impact of grammar teaching legacy on current grammar teaching practices

We'll be focus on three methods that are either widely used, talked about a lot, and/or still have influence in modern teaching practice.

### 2.2 Grammar-Translation

Grammar-translation was the most common way of learning languages for hundreds of years. Students studied the grammar of sentences in the target language, then translated them into their own language.

In a typical grammar-translation class, the teacher uses the students' native language most of the time. In a typical grammar-translation lesson, grammar is taught deductively: the teacher presents the grammar rules, provides long and detailed explanations and gives examples (usually a list of isolated sentences), then students study the rules and practice grammar through translation exercises. A lot of attention is paid to reading and writing; little attention is paid to speaking and listening. Most of the interaction is from the teacher to the student; there is very little student-student interaction. The ultimate goal is to achieve accuracy, that is, to produce grammatically correct sentences.

Grammar-translation became unpopular because students translated written sentences, knew grammar rules perfectly, but were not able to communicate in the target language. However, it is

clear that asking students to translate into and out of their language and English can teach them a lot about the similarities and differences between the two languages.

Grammar-Translation Method

Sample Activity

The teacher explains the structure Verbs of Likes/Dislikes+Gerund in the student's native language

The teacher writes on the board: "Դու սիրում ես կարդալ"

The teacher says (in the student's native language) Please translate this sentence into English. Done?

Ok (points to the Student 1) - what is the translation? Yes. (She writes on the board in English: Do you like reading?)

The teacher says (in the student's native language) Please open your books, page 4, exercise 7 and translate the sentence into English.

The students work on their own and translate the sentences.

The teacher says (in the students' native language) Done? Let's check what you have done.

The teacher says (in the student's native language) Ok. Next

Student 2: "Do you like ride a bike?"

The teacher corrects the student: No, it should be : "Do you like riding a bike?"

### **2.3 Audio-lingual Method**

Audio-lingual methodology gave students a lot of speaking practice by using habit-formation drills. Students repeated sentences again and again until they were memorized. Audio-lingual methodology is connected to the theory of behaviorism. It uses a stimulus-response reinforcement approach to language and grammar learning. A stimulus (a teacher's prompt) provokes a student response (a sentence) and this response is reinforced by reward of, for example, teacher praise and student satisfaction. If you repeat this procedure often enough, some people suggested, the language will be learned.

Noam Chomsky was the first scholar who challenged the theory of behaviorism. He asked the logical question: Why can we all say new things that we have never heard before? In the 1970's, teachers stopped using only audio-lingual methodology.

However, one of the main components of audio-lingual – language drilling – is still used in many lessons because many teachers and students believe that frequent repetition is a key to successful learning.

#### Sample Activity

The teacher(speaking in English all the time)writes on the board:”Do you like reading?”

Teacher:Students,look at the question on the board.”Do you like reading?”Let’s repeat”,”Do you like reading?”

Teacher:Good.Now you have to ask the same question using the words I give you.Ready?

Students:Yes.

Teacher:Play sports(points to a student.

Student A:Do you like playing sports?

Teacher:Ride a bike(Points to a student)

Student B:Do you like riding a bike?

Teacher:Draw(points to a student)

Student C:Do you like draw?

Teacher:No,can you try again?(points to the example on the board)...Do you....

Student:Do you like drawing?

Teacher:Yes!Do you like drawing?

## **2.4 Communicative Approach**

Historically, Communicative Language Teaching (CLT) has been seen as a response to the Audio-Lingual method. CLT focuses on the idea that people learn language if they have opportunities to use it and that if students have a desire to communicate and a purpose for communicating (rather than just practicing a grammar item), then the language learning will take care of itself.



In CLT, students do many speaking and writing tasks, trying to use any and all of the language they know. CLT focuses more on content than on form; it puts focus on communication related to the realistic use of language in context. It concentrates on how successfully students can communicate, rather than on whether they are speaking or writing correctly. Correction often takes place after the students have tried to speak or write communicatively.

CLT gives students opportunities to practice using the language and to see its relevance outside the classroom. Also, it focuses on active learning and teaching.

Sample activity:

The teacher distributes the “find someone who” survey sheets(below).she explains that students are to walk around the room and find people who have the characteristics described on the sheet.When they find someone,they write the name in the blank provided.The aim of this game is to find as many different people as possible,using each person’s name once.

Find someone who	Name
likes	
Reading	
riding a bike	
playing sports	
drawing	

writing stories	
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The students begin the game. The teacher waits until several students complete the worksheet.

She asks the students to return to their seats. The student who completed the entire survey first reports to the class who she/he has found for each item. The teacher asks a couple of more students to report their findings. She does not correct mistakes. When they are finished, the teacher writes the incorrect sentences she heard during the reporting and invites the students to correct them. She asks: "So, what form is used after verbs expressing likes and dislikes?" to check understanding, elicits more examples from the students and writes them on the board.

CLT (especially its 'strong' version) is often seen as downplaying the role of grammar. Some proponents of the Communicative Approach even claimed that it was 'dangerous' to teach grammar and that focusing on 'authentic' communication was all that mattered. Others advocated providing learners with opportunities to use English for communicative purposes and helping them work out grammar rules for themselves through guided discovery (inductive approach).

A more recent version of CLT - task-based language teaching - deals with grammar through focus on form. 'Focus on form' refers to bringing grammar to the attention of language learners as a part of communicative language practice. Focusing on grammar for grammar's sake does little to contribute to correctness during communication. On the other hand, making students aware of grammar structures or helping them notice certain grammatical features while they are engaged in completing communicative tasks can contribute to the development of greater accuracy during communication.

## Conclusion

I have always tried to use different pedagogical approaches, different methods in teaching of grammar during my lessons. Working with different aged group students is a real adventure for teachers. Each teacher must think over different types of ideas and variety of activities especially when dealing with grammar teaching. I think there are some factors that we should use while teaching different grammatical constructions, these are cooperation, giving clear instructions, motivation for getting new knowledge. I really like the approach to give nearly 25% for presentation of concrete grammar construction, then use practice, like reading different articles and trying to find out the suggested grammatical construction, etc. Misunderstanding the essence of the newly explained grammar can lead to ignorance and make the learners completely uninterested in the educational process. I hope different approaches gained from this development course will enable us to conduct more effective English grammar classes. Brickwall approach was among them. After doing some researches I changed my attitude towards educational process. I realized that brickwall approach and organic garden approach should be in balance and should fulfill one another. In my opinion the combination of these two approaches can lead to our desired achievements. To my mind, organic garden approach is used when the educator tries to engage his/her students, collaboration in this case is relevant as students form groups, work together. Brickwall approach is used, when one linguistic brick is built on other, but if the base isn't firm, the collapse is inevitable.

Most teachers don't follow only one method, but use elements of many different approaches. This eclecticism seems to be the best response to different claims about how different students learn. However, in order to be able to make informed decisions and to select the most appropriate

grammar teaching approach for their students, teachers should learn how to use different approaches and methods and fully understand their potential and limitations.

	Grammar Translation	Audiolingual Method	Communicative Language Teaching
Grammar rules	Central feature	Not explained	Explained when necessary
Meaningful communication	Not important	Limited	Central feature
Use of translation	Central feature	Forbidden	Used when necessary
Teacher-student roles	Teacher-centered	Teacher-centered	Teacher facilitates student to student interaction

**References**

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learning.University of Aberdeen,Scotland,UK,2012

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Attitude to errors	Accuracy emphasized	Accuracy emphasized	Errors part of the learning process
Balance of language skills	Reading and writing	Listening and speaking emphasized	Skills taught according to learners' needs