

ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ

Инглиз тили ва адабиёти кафедраси

“Applying Inductive Methods of Teaching English Grammar in Secondary Schools”

Угай Татьяна Александровна

CONTENTS

INTRODUCTION	2
Chapter 1 - Theoretical Framework	4
1.1. Historical Overview	4
1.2. What Is Grammar and How Learners Learn Grammar?	7
1.3. The Role of Grammar in Foreign Language Teaching	23
1.4. Approaches to Teaching Grammar: the deductive versus the inductive approach	26
Chapter II. Applying Inductive Methods in Secondary School	31
2.1. Model based on the application of the inductive-deductive process	31
2.2. Combination of Deductive and Inductive Approaches	37
2.3. Some key notions in presentation and practice	45
2.4. The Results of Used Method	57
CONCLUSION	62
THE LIST OF USED LITERATURE	67

Introduction

Over the years, the role of grammar has been one of the most controversial issues in the field of second language teaching. Nowadays, grammar has gained a prominent position in the second language classroom, and people agree that it is too important to be ignored, and that without a good knowledge of grammar, learners' language development will be severely constrained. Current discussions in the field of second language grammar teaching, therefore, no longer centre on whether grammar should be taught or not, but rather on questions such as "how do we go about teaching grammar items in the most effective way?".

A large and growing body of studies has investigated how learners can most successfully acquire a second language, which has helped teachers to develop ideas about how to teach grammar. However, with the quantity of published research increasing annually, it is often difficult for teachers to judge which method is most beneficial for their students. Since grammar is often believed to be one of the most challenging aspects of a language to both teach and learn, students and teachers benefit from teaching methods that are effective in acquiring grammatical structures.

A deductive approach to teaching grammar items is teacher-centred. The teacher offers rules first and then examples and practice materials. An inductive approach, on the other hand, focuses on the student 'noticing' the grammatical rule him or her without being made explicitly aware of it. The teacher provides students with examples showing how the concept is used after which they analyse and notice how the concept works for them. In particular, it focuses on the context of teaching English grammar to secondary school students.

Topicality of the research. Grammar is considered the "sentence-making machine" of a language, and knowledge of grammar gives the learner the ability to create a countless number of original sentences. It is, furthermore, essential as it provides the basis for communicative competence in writing, speaking, reading,

and listening. “Grammatical competence,” after all, is “one of communicative competence”.

The aim of the research. This present study aims to first of all explore the current methods of grammar teaching of English in secondary schools and attempts to answer the following research question through a data-driven approach: Is the deductive method or inductive method of teaching grammar most effective in the context of secondary school students learning English?

The following **tasks of the research** were set before the research:
 to give historical overview of teaching methods.
 to estimate the role of grammar in foreign language teaching
 to investigate the inductive approach

Scientific scrutiny of the research. During the preparation of the research paper we studied lots of book by different researches such as: Broughton Geoffrey’s “Teaching English as a Foreign Language”, H. D. Brown’s “Principles of Language Learning and Teaching”, C. Shaffer’s “A Comparison of Inductive and Deductive Approaches to Teaching Foreign Languages”, S. Thornbury’s “How to Teach Grammar” and etc.

Novelty of the research is new lesson plans made using inductive approach.

Methods of Investigation. During writing our work we used methods of literature analysis, descriptive, comparative methods and the translational method in working with the literature.

Object of the research is inductive methods.

Subject of the research is applying inductive methods of teaching English Grammar.

Scientific value of the research the results of investigation, which are useful both for teachers and students.

Structure of the qualification work. The paper consists of introduction, the main body with its two chapters: theoretical and practical, conclusion and the list of used literature.

Chapter 1 - Theoretical Framework

1.1. Historical Overview

The concept of language teaching methodology has had a long history as reflected in the rise and fall of a variety of methods throughout the recent history of language teaching. In recent years, Brown argues, we have encountered several “reactions and counter-reactions” to different language teaching methods and approaches. All the different methods, however, have been developed in the belief that changes and improvements in teaching methodology will bring about improvements in language teaching and learning. As Richards and Schmidt point out, this notion has been supported by teachers as well as academics and publishers who are “constantly searching for the most effective method” to teach a language¹. Numerous questions such as “what are the effects of varying methodological approaches, textbooks, materials, and teacher styles?” arise in the SLA field². However, it has been argued that the latest bandwagon ‘methodologies’ came into prominence without much study or understanding. This implies that the SLA field has become opaque as a result of all the works written on the topic of teaching methodology.

This section will use a historical approach in reviewing some of the most widely known language teaching methods: the Grammar-Translation Method, the Direct Method, the Audiolingual Method, and, lastly, the Communicative Approach.

The Grammar-Translation Method is one of the most traditional second language teaching methods that dates back to the late nineteenth and early twentieth century. It was originally used to teach extinct languages such as Greek and Latin, which explains why students were taught grammar and vocabulary through decontextualised translations, thus focusing on the written language and neglecting spoken language.

¹ Richards J.C., Schmidt R. Longman dictionary of language teaching and applied linguistics. – Essex, Longman. 2002. – p. 15.

² Brown H. D. Principles of Language Learning and Teaching. – NY. Eaglewood Cliffs, Prentice Hall. 1992. – p. 2.

A significant period in the history of language teaching methods and approaches took place from the 1950s to the 1980s. This period gave rise to the so-called Direct Method and the Audiolingual Method. The former came into existence as a response to the Grammar-Translation Method, as it integrated more use of the target language in the classroom. Students had to speak and think solely in the target language. This method attempted to imitate the conditions under which a first language is most effectively learned: by means of total immersion. This could, however, never be achieved as students were only immersed in an L2 environment at school for about two hours a week. The Audiolingual Method, on the other hand, emphasised repetition and was influenced by the principles of Behaviourism: proponents of this method viewed language learning as habit formation resulting from ‘Stimuli, Responses, and Reinforcement.’ Dialogues and drills were used to achieve accurate pronunciation and grammar. However, mainly because Vygotsky’s Sociocultural Theory was also widely accepted as a learning theory in those days, people began to see interaction as essential to the learning process.¹ Because of that, the theoretical framework of the Audiolingual Method became questioned, and the effectiveness of the method itself was put in doubt as well.

From the 1970s onwards, the traditional methods mentioned were replaced by the so-called Communicative Approach, which in one form or another is still the predominant method used in foreign language classrooms today. Unlike previous approaches which “did not properly deal with meaning,” the Communicative Approach builds on the notion of language as means of real communication, and its goal is to achieve ‘communicative competence.’ The approach is built on the belief that “linguistic theory needs to be seen as part of a more general theory incorporating communication and culture”. Historically, from the 1970s onwards, this new belief called for new syllabuses that illustrated the idea of communicative

¹ O’Keeffe A., McCarthy M., Carter R. From Corpus to Classroom. – Oxford, Oxford University Press. 2007. – p. 104.

competence. As a result, syllabuses were developed that focused on ‘functions’ rather than ‘grammatical structures’. Classroom activities that involved real communication became the norm as they were believed to boost learning. Group work was also stimulated as the Communicative Approach built on activities that involve real communication and “could be used as the basis of a communicative methodology”. On the whole, classroom activities had to involve meaningful tasks since it was believed that “language that is meaningful to the learner supports the learning process”. The approach promoted learning activities that engaged students in meaningful and authentic use of language rather than activities that only mechanically practised language structures. Consequently, classroom activities were designed to focus on “completing tasks that are mediated through language or involve negotiation of information and information sharing”.

Harmer argues that Communicative Language Teaching should be considered an approach rather than a method as it “refers to a diverse set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures”¹. Since students are now regularly exposed to authentic materials and motivating and captivating exercises which have replaced the rather boring fill-in exercises common in traditional methods, it could be argued that language teaching has made some significant progress under the influence of the Communicative Approach. This view is supported by Swan who argues that “we are now able to give our students a better and more complete picture than before of how language is used”. Characteristics of the Communicative Approach are nowadays “largely accepted as self-evident and axiomatic throughout the profession”. Richards and Rodgers even argue that “in some sense, almost all of the newer teaching proposals could claim to incorporate principles associated with Communicative Language Teaching”. In agreement with this, Brown mentions that the Communicative Approach in fact “captures many of the most recent trends in research and teaching”.

¹ Harmer Jeremy. *The Practice of Teaching English*. – Longman, 2000. – 386 p.

1.2. What Is Grammar and How Learners Learn Grammar?

The definition proposes an idea that grammar is a complex conception and therefore it is logically suggested to be an essential part of teaching and learning foreign languages. But according to the definition it must be mentioned that without the knowledge of morphology and syntax learners cannot be successful to the full extent.

However, grammar can be further divided into spoken and written. As the word suggests the former type of grammar is that of speech. This type comprises vocabulary and structures which are mainly used in a spoken language, i. e. words are not rigidly structured and strict rules can be removed to a certain extent.

On the other hand, the latter type must obey the basic rules completely otherwise it can be regarded as incorrect. It means that a written language is a very demanding feature which must be learnt thoroughly¹.

Grammar of words. According to what have just been said in a few paragraphs above it must be also mentioned that every language uses words as basic units for creating sentences and utterances and that every word belongs to a particular word class or a part of speech such as noun, adjective, verb etc. This means that every word refers to certain rules which must be followed when producing a sentence, e.g. countability or uncountability of nouns, transitivity or intransitivity of verbs, morphological changes of words etc. Without these rules all other grammar principles would be functionless and therefore these pieces of knowledge are essential for further development of language knowledge.

Teaching grammar at basic schools. Although the current trend in education prefers teaching English to young learners without overloading them with grammar, the necessity of common grammar is still requested. Rod Ellis in his article reports that despite the fact of minimizing grammar in lessons, it is inconceivable to manage without it, though many approaches have struggled with the idea of 'grammar free lessons' a lot. Ellis also claims that teachers should

¹ Thornbury S. How to Teach Grammar. – Pearson, Longman. 1999. – p. 7.

highlight necessary grammar structures, especially those which are different from the referential or native language. In other words, grammar should focus on structures which are generally taken to be more problematic than others¹.

The article could be also understood in the way that grammar must be taught because learners do not have enough time to adopt a foreign language as native speakers.

Other sources suggest that it is primarily teachers' contributions to define their own simplified versions of basic rules which would give learners expert help for applying these rules while using a language. These rules can be divided into rules of form and rules of use²:

Rules of form are generally defined easily and are better understood than the other ones. They usually suggest verb endings and/or the composition of the structure, e.g. *To form the 3rd person singular of present simple tense use the ending -s (variation -es, -ies).*

Rules of use are more difficult to refer to the rules of use because they are much more complicated in their essence and sometimes they are not fully and logically applicable to every condition and can be only recognized according to the context, e.g. *The present simple tense is used when describing states or repeated actions* (however, it is also known that it is also used for thoughts and feelings and for the future meaning too).

All this evidence points to the conclusion that the targeted group, primary learners from 11 to 15 year-old, are likely to have more problems with applying rules of use to some specific situation than with employing a form of a particular structure, i.e. teachers should provide learners with examples and standards which are taken from reality and can be applicable within learners reality; teachers should present the rules of form as much vividly as it is possible.

¹ Ellis R. The Place of Grammar Instruction in the Second/Foreign Language Curriculum. *New Perspectives on Grammar Teaching in Second Language Classrooms*. – New York, Routledge. 2002. – p. 7-12.

² Thornbury S. *How to Teach Grammar*. – Pearson, Longman. 1999. – p. 11-12.

Why to teach grammar. These statements about grammar teaching were cited by well-known experts in the field of ESL and EFL:

“There is no doubt that a knowledge - implicit or explicit - of grammatical rules is essential for the mastery of a language”.

In other words, grammar can be also viewed as basic rules of every language and therefore teaching or learning languages would be more or less impossible without such a standard, especially when the language is studied intensively.

A sound knowledge of grammar is essential if pupils are going to use English creatively.

That is, students can very improbably create correct sentences in target language if they are not aware of the basic rules.

But other authors have totally different opinions on the matter of teaching grammar. Contrary to the first two authors, the third one suggests that grammar is more likely confusing than helpful:

“Grammar is not the basis of language acquisition, and the balance of linguistic research clearly invalidates any view to the contrary”¹.

Based on the preceding definitions, it can be said that it is more than obvious that language teachers and language experts are not unified in their resolution about using grammar or not while teaching foreign language. But grammar is without any doubt an inseparable part of language teaching.

Unfortunately, learners are basically a little negative about learning grammar because they are required to remember many different principles and rules without which the usage of a correct language would be impossible. However, a teacher should be inspiring and motivating enough to prevent such negative attitudes.

Why to learn grammar. To communicate in a foreign language does not have to be difficult if the speaker wants to use only basic vocabulary (e. g. *Water. Hungry. Thank you. Bye.*). However, to create more complex, more effective and more complicated structures, grammar helps with all possible expressions.

¹ <http://www.teachingenglish.org.uk/blogs/bc-seminars/teaching-grammar-inductively-catherine-walter>

Even at basic school, learners are solicited to perform their ideas wholly structured, using their knowledge of grammar and vocabulary. Nonetheless, teachers are those who select the grammar and topics suitable for the level of their learners.

How learners learn grammar. It takes time for learners to absorb grammar knowledge, that means to use the patterns naturally and without major problems. This process of learning could be divided into four stages:

- notice the structure when learners see it in texts, in stories, in articles, in conversation, etc. If they recognize the structure as frequently as they can, they will remember it better.

- understand verb endings, word building, word order, what part of speech it is, collocations, etc.

- try or more precisely practise the items in a stressed free environment, i.e. to practise without a hurry, through errors and mistakes - to come naturally to them.

- use the acquired language in writing or speaking. But in the same time the acquired language can still remain a part of their passive knowledge only.

Penny Ur uses a similar idea in her work. She splits the process of learning into three similar stages¹:

1. verbalization (explanation) - it involves an introduction to the structure; a teacher is a main source for desired information.

2. automatization - the stage of practising and familiarizing with the structure; a teacher still figures here a lot.

3. autonomy - independent use of any external input, the self-learning stage, the stage of self-control.

All in all, both authors came to the same conclusion and that is, all learners experience almost identical steps in a process of a foreign language learning. No

¹ Ur P. Grammar Practice Activities: A Practical Guide for Teachers . – Cambridge, Cambridge University Press. 2009. – p. 20.

matter how they call them, the stages are basically the same or with the very similar definitions.

Language study techniques. Several study techniques which can be used as a tool for better understanding and autonomous usage of language. Jeremy Harmer divided them into these six aids¹:

1. Demonstration - teachers can demonstrate particular language constructions by various means of aids, e. g. by using actions, texts, pictures or real subjects. However, some students still need the concrete explanation for understanding properly.

2. Explanation - can be done through diagrams, usage of Cuisenaire rods, finger-pointing (picture 1) or simply by the grammar explanation of a notion.

3. Discovery - students work with a text on their own and with the help of their teacher they elicit a rule which is applicable to a whole text.

4. Accurate reproduction - is learning new language forms by repeating new words, phrases or sentences after a teacher /tutor. A teacher helps to correct the possible mistakes and praises students when their reproduced item is uttered correctly. To some extent, this method is used by PPP, i.e. a Practice phase

5. Immediate creativity - students are asked to make their own sentences according to what they have just learnt. This can be also describe as a production' phase of PPP methodology.

6. Check questions - teachers can ask these check questions to be sure that learners understand the language forms without further problems.

•The ways of teaching grammar in TEFL history

The following chapter deals with a basic method used for presenting and practising grammar as was described by authorities in TEFL:

Presentation, Practice, and Production. The following introductory definition gives a clear direction about the PPP technique:

¹ Harmer Jeremy. The Practice of Teaching English. – Longman, 2000. – 86 p.

A variation on Audio-lingualism in British-based teaching and elsewhere is the procedure most often referred to as PPP, which stands for Presentation, Practice, and Production.

In this short paragraph Jeremy Harmer opens an idea that many of contemporary methods, which are used for teaching foreign languages, are closely connected with each other and can be also said that one method can penetrate and influence other methods, which is a basic process of developing things in general.

In PPP an introducing a new language structure starts with a concrete situation or a visual aid, e.g. a picture or a flashcard , and a teacher checks whether learners understand to a situation which is described. Then a teacher presents, with the help of his students, the target structure which relates to the introduced situation, e.g. *She is watching TV* (Presentation). After saying the sentence, students are asked to repeat it. Then a teacher utters a part of another sentence but he wants some other student to finish it, and a correct repetition follows (Practice). This continues until a teacher is satisfied with the practice and students can try to create their own sentences while using the same structure (Production)¹.

In conclusion, PPP is one of the methods which gives real reference of the language to students, which helps them to recollect information better and hence it will be easier for students to understand and use a new-learned structure.

2.6 Deductive and inductive approach

These two notions can be regarded to as highly important ones because they suggest the approach to the language itself.

A deductive approach means that learners are given rules at first place and even than learners try to apply these rules on examples. This system of rule-driven learning is mainly used by Grammar-Translation method which is not popular nowadays mainly because it does not follow modern attitudes towards teaching/learning languages which support the idea of self-discovering and cognitive mode.

¹ Harmer Jeremy. *The Practice of Teaching English*. – Longman, 2000. – 80 p.

On the other hand, an inductive approach operates with examples first and only then the rule is derived from the examples. This rule-discovery learning is typical for language acquisition, hence it is mainly used by the Direct Method and the Natural Approach. It is premised on the way how little children learn the language - they learn it slowly, without any knowledge of rules, only through repeating examples and creating their own similar sentences even on the assumption that they may be wrong¹.

Both approaches have their negative and positive sides but still they can be considered the basic approaches in the field of teaching, not necessarily teaching languages.

From my experience I know that nowadays the inductive approach is being promoted a lot, however I think that a teacher should use such a method or approach which is the most effective and applicable on a subject matter.

Presenting and explaining grammar. To present and explain a foreign-language grammatical structure is a difficult work for a teacher. Firstly, a teacher must understand a structure himself and must be able to assume the level of difficulty for learners and secondly, must find the way of demonstrating and explaining a structure as clearly, accurately, simply and helpfully as he is able to do. He must be aware of an oversimplification and an inaccuracy which can both cause major difficulties for learners to absorb a new grammatical structure in its correct and precise way.²

It must be also emphasized that a choice of terminology should consider the age of students, i.e. a teacher should use such expressions which are understandable for students. Teachers at basic schools cannot expect that the sixth grade children know language definitions to such an extent that they will follow him/her without bigger problems. For a better result in this case a mother tongue should be used here for introducing and explaining a new language.

¹ Thornbury S. *How to Teach Grammar*. – Pearson, Longman. 1999. – p. 49-51.

² Ur P. *Grammar Practice Activities: A Practical Guide for Teachers*. – Cambridge, Cambridge University Press. 2009. – p. 81.

Teaching grammar from examples. Generally speaking, teaching grammar from examples uses an inductive approach, e. learners are exposed to a considerable amount of material which helps them to absorb the language and to suggest the usage of the structures. Scott Thornbury describes several varieties which can be exploited when teaching grammar¹:

First technique adapts the main ideas of the Total Physical Response (TPR) method. It can be recommended for teaching and practising basic commands, which are a part of the syllabus for primary schools. In this case, a teacher says the order and is followed by his students, i.e. a teacher responds to orders along with his learners and so they are practising altogether. Since students use their bodies for expressing the language, they are likely to remember it more easily.

Second method works on the basis of realia, i.e. objects of a real life which give the realistic image of possible connections with real people, real situations and real actions. They are mainly used at beginners level and hence learners at primary schools can benefit from them widely.

Another way of teaching from examples is using a generative situation, which means that a teacher introduces a situation to a class and then he tries to elicit possible ideas about the situation by asking questions. The given questions are specific and should lead a whole class to the point. Then a teacher can use a new structure without which the whole activity would be uncomplete and nonsensical. However, this method is more suitable for advanced learners and therefore more suitable for learners at a secondary school level.

Fourth method is a method of a minimal pairs construction which can be applied when comparative grammar structures should be introduced, e.g. *I go to school.* and *I am going to school.* This comparison is inevitable in order to outline the differences between the two notions and this method can be employed at a primary school level as well as at a secondary school level.

¹ Thornbury S. How to Teach Grammar. – Pearson, Longman. 1999. – pp. 49-68.

Finally, the last method using concordance data, i.e. structures which are similar but can carry different meanings, e.g. *I d like to check my luggage.* and *I like swimming.* First statement means “want” rather than “enjoy” the activity and second statement means “pleasure” or “enjoyment”. This concordance data are mainly introduced at a secondary school level.

Teaching grammar through texts. Since a sentence in a foreign language does not have to make a sense when it stays on its own taken out of the context, it is quite logical that in many cases teachers use texts as a tool for presenting language. As language is in its substance context- dependent, it is vital to work with texts of all possible sources, i.e. coursebooks, authentic sources such as magazines, newspapers, comics, books, songs, the internet etc., the teacher and students themselves.

Nevertheless, it should be also stressed that texts within the coursebooks are not realistic enough because they are usually prepared for the purposes of teaching the target language and therefore teachers should widely introduce to their students some other alternative sources of texts or instruct them where to find the texts of their desires.

Finally, it must be also marked that usage of grammar itself cannot be correctly applied when the context is unclear, especially in English language, and hence learners should be given clear and understandable support which can be provided through different texts and background knowledge.

Accuracy and fluency. The principal aim in grammar teaching perspective for teachers should be accuracy and fluency. Both these skills can be mainly developed through the long-time process of practising structures, which is considered to be the best device for automatizing the language.

Accuracy is the ability of learners to employ the correct form of a grammar structure in a particular situation. Thornbury suggests that if learners are led to be precise in a form, they should be familiarized with the meaning. He also claims that meaning can become more familiar due to reading and listening tasks, i.e.

receptive skills. He stresses that drilling at very first stage of introducing new structures can do more damage than if not use at all.

When practising for accuracy, these features should be maintained:

- Attention to form - learners should devote their attention to how they say it, not to what they say.

- Familiarity - learners have to know the language they use, i.e. meaning.

- Thinking time - no-timing and stressed-free environment are needed for accurate output.

- Feedback - one of the features which is essential for self-correction and realizing mistakes.

Fluency is a skill which improves its quality through the process of automatization of the language. In this case the main emphasis is not placed on the form but meaning. Fluency is closely linked with real-life communication and hence the most helpful device for fluency practising is communicative tasks, i.e. situations which arise from every day life and a hunger for information. When considering the fluency as the main objective, these characteristics should be followed¹:

- Attention to meaning - learners should concentrate on the meaning, not on the form.
- Authenticity - tasks given should be created similarly to the real-life situation to evoke spontaneity.
- Communicative purpose - learners must communicate in order to gain the information which are requested by the situation, i.e. if learners will not communicate, they will not fulfil the task.
- Grammar practice activities

These activities are very important for learners especially at early stages of learning because they help students to remember and use a structure whenever a situation requires it. Grammar should be rather overpractised and be used

¹ Thornbury S. How to Teach Grammar. – Pearson, Longman. 1999. – p. 93.

automatically than be learnt consciencelessly and perfunctorily. Teachers should be responsible not only for presenting and explaining grammar structures but also for their practising because students are very much dependent on their teachers who should lead students from accuracy to fluency, which could be accepted as comprehensible and meaningful.

The following table indicates a various number of practice activities. They are hierarchically organized from very much in control and accuracy-oriented activities to more free activities with an emphasis on fluency¹:

- Awareness: once students are aware of a new structure they are asked to find the same kind of the structure in a piece of text or other writing, e. g. students are looking for usage of present perfect tense in a interview with an old woman and must underline every example of it.
- Controlled drills: students must alter sentences as an example suggests it. The task is to write or say statements about John and follow the example:
 - Example: *John plays football but he doesn't play tennis. a) help: his mum /his brother b) go: to the cinema /shopping*
- Meaningful drills: this activity is similar to the preceding one but students have to create sentences about the people they know and follow the pattern:
 - Example: *He /She reads magazines; OR He /She doesn't read magazines. a) swim: very well b) like: oranges c) collect: stamps*
- Guided, meaningful practice: learners create sentences after the model but they can use their own vocabulary:
 - Example: *Practising past tenses, the given pattern is:*
 - *While I was walking in the street... what happened?*
 - (Structure-based) free sentence composition: learners are asked to produce sentences according to a picture or situation. They must used a required structure:

¹ Ur P. Grammar Practice Activities: A Practical Guide for Teachers . – Cambridge, Cambridge University Press. 2009. – pp. 83-84.

- Example: *A picture shows different people in the street and learners are asked to describe their actions using an appropriate language structure, i. e. tense.*
- (Structure-based) discourse composition: learners speak or write a short paragraph about a specific topic and they have to apply some of the structures:
 - Example: *Your friend got ill and you should recommend him what to do to get well soon as you two want to go to the cinema tomorrow. Use should or shouldn't.*
- Free discourse: this activity is based only on a provided situation but no reference to the grammar structure is given:
 - Example: *Write your promises; What will you do when you become the president of the Czech Republic tomorrow? Use the appropriate grammar structure.*

Other factors influencing grammar teaching. It can be generally agreed on that the grammar teaching methods are specially designed to help not only teachers but also learners of foreign languages. However, these methods are not the only devices which can be considered helpful for both sides. Teachers usually prepare their lessons according to factors which influence the process of teaching, e.g. relatively homogeneous or heterogeneous classes, behavioural problems, usage ICT technology etc. Thus it can be said that the following aspects of teaching play an important part in a teaching process itself:

Classroom environment. The quotation offers an idea that a school classroom is a place where we spend a long time and thus we should pay attention when we decorate our classrooms as well as we do it at home:

Your classroom is "home away from home" for you and your students.

Make it attractive, comfortable, and functional.

The classroom environment is an important part of teaching in general. It does not depend only on pupils and their relationship, which is relevant to all teachers - better team they are, better work for teachers, but also an appropriate classroom decoration should be used.

As well as in all other cases, the rule of frugality must be taken into consideration because learners should not be overwhelmed with information of any kind. But it is quite useful to decorate a classroom with helpful and usable boards which learners can easily employ while learning and practising a subject.¹

These boards, however, should contain only basic and explicit aids. Everything complicated can cause bigger loss than profit. But teachers can also use pictures on walls and learners' own products which is considered to be the most natural and the most appreciated (by the students) thing to do.

Seating and grouping. Teaching languages also encounters with a serious problem nowadays which is the number of students in a class, i.e. 24 students as a possible maximum. It is very difficult to work with so many students as a whole class all the time so it is essential to divide learners into smaller groups if the activity supports this idea.

It is also very practical to divide the class into two bigger groups for deepening and practising the grammar structures, i.e. a half of a class has a written task and the other half practices with their teacher in the circle. However, in this case a number of learners in a group matters because it is not really effective to create two groups out of the whole class when each of the groups consists of 12 students. Such a situation should be solved again by distributing learners into smaller groups (3 to 4 students) with different tasks.

The layout of desks in the class is mainly determined by the space in a classroom and by the activity that is going to proceed in the classroom.

Problems with behaviour. Although it can be said that this topic does not directly influence the process of grammar teaching, it can be thought as a crucial aspect for successful presenting and explaining not only the grammar structures but also all other possible activities within the class.

Trainee-teachers are those who have primarily problems with such an issue. However, no general answer to this problem can be granted. Every individual and

¹ <http://www.teachingenglish.org.uk/article/planning-a-grammar-lesson>

group of people is different and in order to that a different attitude must be employed for effective results.

All in all, teachers should be patient, understanding and caring but on the other hand they are supposed to be a direct, fair-minded and unshakeable person with basic psychological and pedagogical skills which should be gathered and updated thoroughly.

I personally try to follow this saying: “If you are bored of your lesson, you can be sure that children are more bored than you and totally undisciplined.”

Visual Aids. Many pictures, images and realia are widely used by teachers for a lot of reasons. It mostly gives learners the real idea of the concrete subjects and hand in hand with learners' imagination pictures help to fix the new information better.¹

Using pictures while teaching grammar is quite restricted because not everything can be expressed by a picture. But it definitively can help while describing action or explaining continuous tenses. Teachers can find a great selection of pictures in various sources, e.g. magazines, newspapers, internet, photocopiable books or elsewhere.

ICT in lessons. It is entirely inevitable to apply modern technologies in a teaching process. And it is also one of the basic educational principles to use modern technologies where it is vital and available.

Large amounts of modern technology are quite common for present teenagers and they have very positive posture on demonstrating new structures, texts or grammar exercises as well as pictures, diagrams, or learners' writing through mainly computer presentation or other technical devices.

The language laboratory. Although it is still quite uncommon to work or use language laboratories while teaching foreign languages in our geographical latitudes, they slowly start being essential in a language teaching process especially at universities but it definitely would be helpful to have one of these laboratories at

¹ Harmer Jeremy. The Practice of Teaching English. – Longman, 2000. – p. 134.

every bigger school because it would give better opportunity to practice language as much as it is appropriate and needed at all levels of learning.

Practically, the language laboratory is a room with several box-like tables and at each of these tables learners can find suitable pieces of technology for practising languages such as a tape recorder, headphones, microphone and even computers¹.

It can be suggested that the language laboratory does not imply grammar practising but grammar can be also practised through listening and speaking activities and because one cannot be without the other, the usage of language laboratories can be considered at least supportively.

Coursebooks. This citation suggests an idea that a good choice of a coursebook is a very important step when teaching languages, which is also true for teaching grammar:

Whether you're starting with a new class or just changing direction a little the decision of how to structure a course without a coursebook can sometimes be difficult for a new or even experienced teacher.

In conclusion, a good choice of a coursebook offers a supportive material which includes a syllabus, teacher's notes, various texts completed with CDs or cassettes, ideas for presenting and practising language structures and, last but not least, a good coursebook supports students when studying or practising on their own.

Grammar Errors. Making errors is an integral part of grammar teaching process and should be classified as one of the natural vehicles which helps every learner to identify his/her weak and strong sides considering the learning or self-learning process. From this point of view, teachers are those who should give their learners a feedback about learners' output and thus teachers assess learners' knowledge, which should further lead to the correcting of mistakes and learners' affirmation of correctness and reliability of their own attainments.

¹ Harmer Jeremy. *The Practice of Teaching English*. – Longman, 2000. – pp. 141-145.

In grammar, teachers should correct mistakes which are appropriate to the task, e.g. when a task is focused on accuracy, i.e. a rule of form is applied primarily, a teacher should strictly correct a mistake immediately so as not to fix errors.

However, correcting mistakes should be done in a stressed-free way in order to be supportive and helpful, e.g. a teacher can invite learner's schoolmates to try to correct a mistake if a structure is practised on a board or orally or can mime or suggest a possible solution.

Testing Grammar. Testing is a final component of grammar teaching process and is done regularly. Tests are of various kinds and offer a feedback for learners and teachers primarily. The result of a test also functions as an assessment not only for teachers purposes but also for learners because the score of a test gives them an overall expression on their achieved knowledge.

However, tests are parts of lessons which are not popular at any levels. But one of the contemporary teachers suggests this solution:

If material is presented in a lively and attractive manner, consistent with the age and background of the test-takers, then they are more likely to engage positively with a test and to perform to their best.

And this may be a very true answer to all teaching problems. Teachers should be attentive to their students and must carefully choose a material they want to use in their lesson so that when done precisely, children will enjoy all activities including testing.

In conclusion, it can be said that teaching grammar could be applied, if everything is ideal, as synchronized pains of teachers to teach their best and those of students to learn as much as possible. Both sides use their most effective strategies and both sides have to listen to each other. If not, results will be very poor or none, no matter how big amount of knowledge a teacher possesses.

1.3. The Role of Grammar in Foreign Language Teaching

Separate from teaching methods, the role of grammar in language teaching is also an interesting topic. According to R. Ellis, two issues have dominated the language teaching field for many years. First, “should we teach grammar at all?” and second, “if we teach grammar, how should we teach it?”¹. Naturally, there has been little agreement on both issues. As for the first question, R. Ellis brings in Krashen who holds the view that grammar teaching does not bring about acquired knowledge that is “needed to participate in authentic communication” and language instruction, thus, seems rather pointless. R. Ellis himself, on the other hand, claims that grammar instruction guides and facilitates second language acquisition though not “in the way teachers often think it does:” it has a “delayed” effect, he argues, rather than an “instant effect”.

There are still plenty of fallacies when it comes to the role of grammar in language teaching. In ‘Second Language Teaching Pedagogy,’ Kwakernaak lists five misconceptions regarding grammar instruction. First of all, he argues that teachers often think grammar makes up the fundamental part of a language although grammatical elements in fact carry very little meaning. Second of all, it is a misconception to believe that grammar lays the foundation of language teaching. Teachers often think that without knowledge of basic grammar, students can do nothing with a foreign language. Third of all, it is wrongly believed that the more grammar you offer, the more thorough your teaching is. The opposite is, however, true. The quantity of grammar instruction has in fact decreased since communicative relevance has gained importance and students are required to apply grammatical rules rather than learn them, and particular attention is drawn to other skills such as listening, speaking, as well as learning strategies. Fourth of all, it is often misunderstood that one can only learn grammar by learning and practicing grammatical rules. As a reaction, Kwakernaak points out that input of language use

¹ Ellis R. The Place of Grammar Instruction in the Second/Foreign Language Curriculum. *New Perspectives on Grammar Teaching in Second Language Classrooms*. – New York, Routledge. 2002. – p. 167.

constitutes the “engine” of language acquisition rather than providing grammatical rules; the rules themselves only facilitate the acquisition of grammar. Lastly, many teachers think they should prevent students from writing or speaking in the foreign language too soon as this would result in making mistakes that are hard to unlearn. They forget, however, that making mistakes is part of the learning process.

On the whole, the rise of the Communicative Approach has had a significant impact on the nature of language teaching and learning and the role of grammar teaching in particular had to be revised. The focus on meaning rather than form suggests that grammatical accuracy could be considered less essential in communicative competence. As a result, the esteemed importance of grammar has changed over the last century. There is now a general consensus that grammar must never be a goal in itself; it must instead be seen as building blocks of a language, a tool facilitating listening, reading, speaking, and writing. The basic idea is that in order to use a language for communicative purposes, one must acquire linguistic as well as communicative competence. Rutherford defines the first as “knowledge of specific components and levels of a language” and the latter as “everything that a speaker needs to know in order to communicate appropriately within a particular community”¹. It means, in short, that one does not only need to know about linguistic structure such as grammar and phonology, but also what, when, and how to use that knowledge appropriately. Grammatical competence is viewed as a building block for acquiring communicative competence. Especially in developing productive skills such as speaking and writing, grammar plays a significant role. As a result, the boundary between ‘grammar as a tool’ and ‘grammar as a goal in itself’ is often very vague in reality.

Second language teaching centres on four skills: reading, listening, writing, and speaking. These activities can in turn be classified into two groups: receptive versus productive skills, and as conveyed by written versus oral modes of communication. As mentioned before, grammar is nowadays viewed as a tool for

¹ Rutherford W. *Second language grammar: Learning and teaching*. – New York, Longman. 2011. – p. 104.

carrying out communicative activities. But what does it actually mean for a student ‘to be able to apply a grammatical rule’? In order for him to do so, he does not actually have to be able to explicitly name the rule. He may well have not even seen or heard of the rule before.

Ellis argues that a grammatical structure has been acquired when it is produced “unconsciously, automatically, and correctly in speech”. Hence, the main goal of teaching grammar for most teachers is “to help learners internalise the structures taught in such a way that they can be used in everyday communication”¹. According to Ellis, the problem is, however, that L2 teachers are easily satisfied with the level of proficiency of their students. He argues that once a student is able to apply the grammatical structure in mechanical practice, teachers already continue teaching another grammatical structure. He illustrates this point clearly with the following scheme, distinguishing five levels of proficiency regarding grammatical structures:

- Receptive proficiency: a student understands the meaning of the structure.
- Productive proficiency in written form-focused situations: a student can correctly produce the grammatical rule in a written fill-in-the-gap exercise.
- Productive proficiency in oral form-focused situations: a student can correctly produce the grammatical rule in an orally fill-in-the-gap exercise.
- Productive proficiency in written content-focused situations: a student can correctly produce the structure when writing a letter.
- Productive proficiency in orally content-focused situations: a student can produce the grammatical structure when speaking.

Kwakernaak mentions that the contrast between form-focused and content-focused is important to notice. Form-focused exercises draw particular attention to the linguistic form of a structure, with or without paying attention to the content. Content-focused exercises, on the other hand, approximate real-life situations: a

¹ Ellis R. The Place of Grammar Instruction in the Second/Foreign Language Curriculum. *New Perspectives on Grammar Teaching in Second Language Classrooms*. – New York, Routledge. 2002. – p. 168.

student's attention is drawn to the message he or she wants to convey rather than the linguistic form of a structure. The leap from form-focused exercises to content-focused exercises is rather difficult. This can be noticed when students are able to produce a grammatical structure correctly in a gap-filling exercise, but they fail to do so when writing a letter. This leap should, thus, be facilitated.

1.4. Approaches to Teaching Grammar: the deductive versus the inductive approach

A considerable amount has been written on how grammatical rules should be presented. One issue concentrates on whether rules should be presented deductively or inductively; in other words, whether students are presented with the rules directly (deductive approach) or whether they have to figure out the rule for themselves (inductive approach). For many scholars and teachers, Krashen argues, the deductive approach seems “much more reasonable - why make students guess the rule?” Teachers should “present a clear explanation and have students practice until the rule is internalised”. Proponents of the deductive approach, however, have argued that the best way to teach grammatical structures is for students to discover the rule for themselves. Within this approach, the learner is given several examples, “a corpus,” and has to discover “the regularities”¹. The inductive approach bears strong resemblances to first language acquisition though the language is not acquired subconsciously.

But which approach is believed to be most effective in teaching grammatical structures? Teachers and scholars have a wide range of views on whether the inductive or deductive approach is most effective. It has been suggested that some structures “are most amenable to a deductive approach while others ... can be learned very well by an inductive approach”. This view has been supported by Brown, who states that “both inductively and deductively oriented teaching

¹ Kollin Martha and Robert Funk. *Understanding English Grammar*. 5th ed. – Boston, Allyn and Bacon. 1998. – p. 152.

methods can be effective, depending on the goals and contexts of a particular language teaching situation”. In general, some scholars argue that there is no difference in effectiveness at all, while others argue that either the deductive or inductive approach is most effective. For example, Staatsen states that the deductive approach should be discouraged because the inductive approach usually has desired learning outcomes. On the other hand, in her study comparing the deductive and inductive approach to teaching foreign languages, Shaffer concludes that there is no significant difference in the effectiveness of both approaches; “this offers strong evidence against the notion that an inductive approach should not be used for difficult structures”¹. She also found that the “correlation between ability and approach was not significant” which refutes the idea that an inductive approach would be too difficult for weak or slow students. In the final part of her study, Schaffer concludes that teachers should not only apply the inductive approach in their lessons but instead vary. On the other hand, an advantage of the inductive method is its “active participation” of students and the fact that grammar is presented in “meaningful contexts”.

In general, it is believed that both approaches have their advantages and disadvantages. They summarised in Table 1 below):

<i>Disadvantages</i>	<i>Advantages</i>
The inductive approach is rather timeconsuming; the deductive approach is faster.	The inductive approach will bring about a greater learning outcome as students have been
The inductive approach takes a lot of needless effort (students will think ‘just give us the rule’)	Students, however, are activated and become familiar with inductive reasoning, which is beneficial for

¹ Shaffer C. A Comparison of Inductive and Deductive Approaches to Teaching Foreign Languages. – The Modern Language Journal. 73 (4). – p. 399.

The teacher will make him or herself redundant in the long run when applying the inductive approach.	Induction stimulates an “active and independent” attitude towards grammar. Students will become less dependent on instruction and
Teachers constantly have to be aware of incorrect rules students can	Making mistakes also occurs in learning a language naturally.
Students are not familiarised with linguistic terms when using the inductive approach.	Students learn how to deal with linguistic concepts, though not specifically with the terms related to it. It is incorrect to think that the abstract form is ‘the real rule.’

It is, however, worth mentioning that the preference for an approach, which is in fact a learning style, differentiates across individuals. As Ellis concludes: “[m]any variables affect which approach learners benefit most from, including the specific structure that is target of the instruction and learners’ aptitude for grammatical analysis”¹. Consequently, the problem is that the ‘wrong’ approach could be used, at least for some students. However, once students are familiar with the inductive approach, this will be beneficial for their future learning process. Students will be able to figure out rules for themselves when there is no teacher that will do it for them. It could, thus, be argued that it is beneficial for all students to familiarise themselves with inductive reasoning.

Implications for Practice and Assessment. Traditionally grammar was practiced by means of decontextualised activities such as fill-in-the-blanks and correct-the-sentence. Even today most people only think of fill- in exercises that are practised individually and checked in class. These exercises do indeed test grammatical knowledge, but they do not determine whether students can apply grammatical structures correctly in real-life speaking or writing situations. The

¹ Ellis R. The Place of Grammar Instruction in the Second/Foreign Language Curriculum. *New Perspectives on Grammar Teaching in Second Language Classrooms*. – New York, Routledge. 2002. – p. 160.

Communicative Approach, however, induced a shift from “seeing language proficiency in terms of knowledge of structures, which could best be assessed using discrete-point items, to the ability to integrate and use the knowledge in performance, which could best be assessed through the production and comprehension of written texts and through face-to-face interaction under real-time processing conditions”¹. As a result, receptive as well as productive skills have gained equal importance and hence decontextualised materials should be replaced by exercises testing the productive skills writing and speaking as well. Students must be required to convey a message; hence, exercises should focus on function or content rather than grammatical structure. However, since the transition from being able to fill in a grammatical structure to writing a letter is rather difficult for students, teachers should facilitate a student’s development from the lowest level of command of a grammatical structure to the highest level by varying in the nature of exercises. Kwakernaak proposes several parameters for practicing grammatical structures:

- Form-focused exercises - content-focused exercises
- Written exercises - oral exercises
- Time pressure - no time pressure
- Use of tools (paradigm, rule, etc.) - no use of tools
- Focus only on one aspect - include other aspects as well (structures that have already been taught before, or even lexical problems)

With the help of these parameters, teachers should be able to construct a series of challenging and varying exercises.

These reforms also have consequences for the way grammatical knowledge is assessed. Traditionally, students were asked to (re)produce rules and paradigms, and grammatical knowledge was generally assessed by means of applying structures in form-focused exercises. However, what the value of this is outside of the school environment: students will not have to fill-in gap exercises there. An

¹ http://www.tki.org.nz/r/esol/esolonline/teachers/prof_read/Rod_ellis_e.php.

alternative would be grammar-integrated speaking-, writing-, reading-, or listening tests, rather than testing grammar in a “separate section of the test that deals with structure explicitly”. In short, attention should be drawn to testing (communicative) skills rather than testing grammatical competence as a goal in itself.

Chapter II. Applying Inductive Methods in Secondary School

2.1. Model based on the application of the inductive-deductive process

Students see grammatical rules as a high wall which must not be jumped over, but is too difficult to be bypassed. Classes in which students had to memorize a large amount of grammar information - definitions, rules, exceptions - should belong to the past, and the task of modern education is to teach students to think, and not to remember.

Students are nowadays in the position to acquire grammatical knowledge quickly and effectively in the classroom. The aim of education is to enable students to learn and work independently and to learn to learn properly.

One model of learning grammar in the classroom is the model based on the application of the inductive-deductive process. This model, the model set on the problem-based teaching, and learning by discovery is, a methodical system of the modern study of grammar. Such systems banish teaching knowledge through lectures and dictation. Linguistic phenomena are not being explained to the student, but he notices, understands and explains them.

"In this way of teaching the focus is on the function and meaning of language phenomena, and their forms of expression are seen as the diversity of their functional and semantic features."¹

Younger students find it far more difficult to organize the acquisition of knowledge than the older ones. They are not capable of arranging, sorting and linking linguistic issues, or of spotting the similarities or differences, which is a cognitive process. Cognition is the rational way to the truth.

This process is very complex because it includes perception, memory, learning, imagination, discovery, opinion, concluding.

In recent years an almost disturbingly low level of acquired knowledge of grammar has been noticed. That becomes an even greater problem when the ability of students to apply that knowledge is analyzed.

¹ <http://www.learn-english-today.com/lessons>

The level of proficiency of students for higher levels of intellectual work (reasoning, consideration of the problem) is very low because the regular classroom work is dominated by traditional forms: lecture-test-evaluation of successful reproduction. This is why students do not create long-lasting knowledge but knowledge that lasts from one to the other tests and assessment, and as early as the next school year, students do not remember many of the teaching contents. This, among other factors, contributes to the deductive way of learning, which is still quite present in schools.

Monitoring of teaching of the Serbian language and literature in primary schools within the methodological practice of primary teaching for students shows that sometimes dictation of grammatical rules is still present. Students are introduced to the generalized knowledge and expected to accept without confirmation, based on the authority of teachers and other recognized sources of knowledge. This way rejects modern didactics and methodology of teaching language and literature, since it does not prepare students for independent learning.

Deduction is a logical way of concluding what individual phenomena (and their cause-effect relationships) are explained based on pre-induction and reasoning of perceived thought models (concepts, laws, rules, etc.).

Modern teaching typically aims at putting the students in a situation generalizing (concepts, laws, rules, etc.) things, based on observation and learning about individual instances.

The limits of this way of learning in the classroom are clear. In order to bring out general judgements about an appearance, it is necessary to observe a large number of individual cases, which is impossible due to rationalization and cost-effectiveness of the teaching process. Thus resorting to short induction on the basis of selected examples is not an option. This opens the possibility of wrong choice of examples when, on the basis of wrongly selected examples, one comes to knowledge that is not scientifically based. Limitations of both these ways of learning knowledge in teaching can be overcome by their combined use.

In the model of grammar teaching based on the application of inductive-deductive procedures, students apply logical (general) methods used by other scientific disciplines in reaching findings. In this model of teaching "through the use of teaching methods (mainly text-dialogue methods and methods of demonstration) students are encouraged to observe, perceive, compare, observe the essential qualities of the linguistic phenomena and come to the definition of terms and patterns."¹

Such an action requires the application of logical methods, such as comparison, analysis, synthesis, concretization and abstraction, induction and deduction. The greater is the representation of independent activities in the learning process, the greater is the importance of control by the students, their self-management or control of their own learning. This is the essence of good teaching strategies. The goal is to teach children to think creatively. Students should become aware of their thinking capabilities.

Through the process of educating students need to become aware of their own thinking process, enabled for strategic behaviour and for directing their motivation towards the desired goals.

By applying the inductive-deductive methods in teaching, the cognitive-didactic way must be achieved by applying the principle of gradual increase from known, easier and simpler content to unfamiliar, more difficult and more complex, or from talking about examples, forms and meanings to functions and definitions. It can be schematically shown as follows:



Therefore, students proceed from individual examples, to the formulation of rules, then from the rules towards substantiation of new examples and that is the inductive- deductive way of learning the language phenomena. In this way active teaching methods of working and learning are used, where students are encouraged

¹ Nunan, D. *Second Language Teaching and Learning*. – Boston, Heinle&Heinle Publishers. 1999. – p. 182.

to look for connections and relationships among data, to distinguish relevant from irrelevant facts and to keep wondering why this is happening.

It is the natural way of learning - a gradual, systematic, and mentally engaging. The naturalness of this way of learning is that the linguistic phenomena are studied on the models implemented in the text, it is language in its practical function. Students feel both the need and purpose of learning aspects of language use.

The application of inductive-deductive process in the study of the predicator in the fourth grade of the Primary School. If you want to successfully teach grammar, it must be presented in an interesting way. All that is unusual, new and puzzling will increase students' attention and their interest in work. We will observe the stages of the work within the structure of the lesson in which the predicator is studied using models based on inductive-deductive process.

Motivation and breaking of the monotony of the lecture in which the predicator is studied can be achieved by giving a few riddles written on the board, a transparency or on paper handed out to the students. This can be the next puzzle:

It goes up the hill, but cannot be seen, it walks on water but does not make a sound. (the Moon)

It hits you but you are not able to see it. (wind)

It's walking all day, but never goes away. (clock)

It has no teeth or arms, but still bites. (winter)

Puzzles are valuable contents of folk literature, not only for the culture of expression, but they also contribute to the development of thought and reference, the search for the quick solution finding, they awaken imagination and enrich the memory, develop insight, attention and curiosity. Interest in language phenomena appears spontaneously: what was said is considered, and then what with and how it was done. They are resolved on the basis of associations by similarity and understanding of characteristic properties of objects. In this case, through fast puzzle solving, the previously gained knowledge of the subject is refreshed.

Allegorical riddles and graphic expression are also explained to students. The teacher can encourage students by asking the following questions:

"Actors can be found in the answers to these riddles. Who is the actor in the first, who in the second, the third and the fourth riddle? What is another name for the actor?"

What is the subject? Is the subject the actual actor of an action or carrier of attributes in all examples listed above?"¹

Students come to the following observations: actors have been identified by the words of the moon, wind, satellite, winter. Another name for the actor is the subject.

Subject is that part of the sentence who or which is the theme of the sentence. He is the actor or the carrier of some attributes. In the examples given subject is not always the actor or carrier of some attributes: the first riddle disclaims any action, and in the third a clock, as the actor, does not move anywhere, in the fourth puzzles attributes are denied to winter. However, all these words are subjects, i.e. actors, since they are the principal members of the sentence. Subject is the centre of what is expressed in the sentence. Students come to these observations when they are given the task to include the above mentioned subjects in the sentences (puzzles). Students see that there is a noun (the moon, wind, satellite, winter) at the location of the subject in all cases and that only nominal pronouns can be found in this location.

At the second stage, students are given a linguistic-methodological text on which they will notice the linguistic phenomenon which needs to be studied at this point - the predicator. Grammar teaching helps students to discover how language works in a literary work as an artistic creation. Therefore, the task of teachers is to use literary texts in teaching grammar as much as possible. It is sometimes difficult to coordinate the study of literary texts from the reader with the study of specific language features, since some texts are studied before and some after

¹ <http://www.teachingenglish.org.uk/article/planning-a-grammar-lesson>

familiarization with a given linguistic phenomenon. In any case, it is important that the text given to students be previously analyzed and familiarized with. If the text is not familiar, it should be briefly analyzed to reveal its artistic value. To study the predicate students may be offered the text of a fable:

Frogs in search of water

The two frogs went to search for a new house since their pond had dried up. They found a well, and the first frog proposed to jump into it right away. The other said, "And what if the water dries out, how do we get out?"

Assisted by their teacher, the students will revise that a fable is a short narrative employing as characters animals, plants and objects that act like humans, revealing human characteristics, mostly their shortcomings. The teacher stimulates the students by asking: "What human characteristics do these two frogs have?" (One is frivolous, rash, the other is wise, cautious, experienced, does not make decisions quickly and thinks about the consequences.)

"What is the moral of the fable? (Nothing is to be done hastily and carelessly.)

The teacher directs students how to notice the linguistic phenomenon which needs to be explored: "What did the frogs do when the bar dried up? Find and underline all the words that denote an action." (went, found, proposed to jump, said, get out).

These are examples of words that are related to the subject and tell them something about the subject. The word dried up denotes a state and also refers to the subject. Students are notified that the role of the word in a sentence is called the predicator. The goal is thus highlighted in a spontaneous way and is written on the board. Students formulate their own definition and record it in notebooks: Part of the sentence which says something about the subject (what it is doing, what it is like) is called the predicator.

The examples of predicators contained in the fable are analyzed. The students themselves observe that only verbs can be predicators in a sentence. When they

have noticed that, a brief passage from Branko Copic's story (Mallow-Coloured Garden), which can be found in their readers, is given to them to analyze and to find the subject and the predicator of each sentence. In analyzing the students come to the conclusion that the verb "may denote a property of the subject: "The wolf is gray." Such a predicate that consists of a verb and some other words (nouns, adjectives) is called a predicate nominal, as opposed to the verb-only predicate, which consists only of a verb.

Students are given the task to classify in columns all predicates in the text individually according to the scheme that they are given on the board.

Predicate	
Nominal	Verb-Only

Thus, students analyze, compare and classify samples; then they are able to conclude what the predicates are and how to classify them.

In the final stage of the lesson, which is the synthesis, the students individually make their own conclusions about the predicates. The conclusion to which students should come alone needs to be written, and on the basis of their written conclusion, the teacher can see which students made wrong conclusion, and help them to learn about the predicate. It is wrong when the teacher dictates the students the definition and the conclusions they came by themselves. This reverses the result of their individual work.

2.2. Combination of Deductive and Inductive Approaches

A deductive and an inductive approach basically differentiate in lesson procedures, learner roles, teacher roles and usage of metalanguage in the teaching process.

A deductive approach is based on the top-down theory which the presentation and explanation of grammar rules take the precedence over teaching. The language is taught from the whole to parts so learners understand the grammar rules and structures firstly. Next, they see the examples provided by teacher and finally they

begin to produce their own examples. In contrast to this an inductive teaching is based on the bottom-up theory which accepts the view that language learners tend to focus on parts rather than the whole. For this reason teaching process begins with a text, audio or visual in a context. Secondly learners work on the material to find the rules themselves. In the final stage, they give their own examples.

In a deductive approach learners are passive recipients when teacher elicits the rule on the board. However, in an inductive approach they are active as they are responsible for exploring the rules themselves. That is to say, while the process of learning is experiential in inductive approach it is more traditional and descriptive in deductive approach. According to Thornbury, the class where students involve in the lesson actively is quite reasonable since it provides more comfortable and motivating environment for them. He also remarks that an inductive teaching supply more profound knowledge of language as learners study cognitively in order to discover the rules. It has been pointed out that when learners take place in the learning process actively so as to discover the rules they develop their autonomy which makes them good language learner¹.

Additionally it has been suggested that when grammar is presented deductively it will be easier for learners to understand the written or spoken form of language as learners aware of the rules. For example, when learners reads a text with present continuous they are able to comprehend the text deeply since they have known the rule of present continuous tense. Also it is remarked that it is unnecessary to apply inductive approach if the grammar rules are quite simple, but complex grammar items should be taught inductively in order to demonstrate usage of the rules in sentences clearly.²

One another significant difference is the role of the teacher. In a deductive teaching teacher is the authority in the classroom. The main role of teacher is to present the new grammar item to the learners. Second role is to prepare exercises

¹ Thornbury S. *How to Teach Grammar*. – Pearson, Longman. 1999. – p. 92.

² Larsen-Freeman D. *Techniques and principles in language learning* (2nd ed.). – Oxford, Oxford University Press. 2003. – p. 25.

for the students. Teacher is the organiser and controller of the classroom. Conversely in an inductive teaching teacher behaves as a guide and helper while students study the grammar rules themselves. It appears that while deductive approach is teacher-centered and traditional, inductive approach is student-centered.

In a deductive approach when the grammar item is presented with metalanguage such as, name of the tense, subject or object is often used. On the other hand in an inductive approach since students discover the rules terminology of language is not used. Moreover learner's conscious awareness raises by means of metalanguage. Consciousness-raising is defined as "helping to raise students' awareness about grammatical features". It is also identified as "... the deliberate attempt to draw the learner's attention specifically to the formal properties of the target language". It has been argued by Brown that to raise learners' consciousness awareness by using terminology during learning process might be confusing for learners as it leads to focus on these particular terms rather than understanding the rules and use the language properly. In addition to this it has been pointed out that a deductive approach makes language too descriptive by using language terminology. This leads to the perception that language is only a tool for making descriptions. That is to say, while grammar is learnt consciously in deductive approach, it is learnt subconsciously in inductive approach. Therefore, it seems that an inductive approach is more natural and parallel to the language acquisition process.

Applying deductive or inductive approach while teaching grammar depends on student variety in the classroom. All learners are different and they learn in different ways. For instance their needs, ages, backgrounds and levels are the factors that are taken into consideration by the teacher for choosing suitable teaching strategy. To illustrate this, Brown remarks that adult learners are tend to deal with the rules when they use target language since their mentality is able to think abstract items. He has pointed out that deductive teaching is more appropriate

for adult learners and meet their expectations as they give more importance to rules when they use the language so presentation of grammar rules firstly is more useful for them.¹ On the other hand young learners are successful in exploring grammar structures from the examples rather than learning them deductively since they are more likely to learn by doing because grammar rules are complex and abstract for them.

In my paper I have mentioned about the differences between deductive and inductive approaches so far. Now I will discuss the case of combination of these two approaches. Also will the explain the pros and cons of this combination in grammar teaching.

It has been known that comparison of these two approaches is the topic which has commonly discussed among language teachers but there is no certain answer for the question that which is more useful in teaching grammar. The reason why there is no definite response for this question is the diversity in teaching and learning settings. Today one another issue discussed by language teachers is the applicability of combination of deductive and inductive approaches in one grammar session.

Each method is based on different teaching approaches For example, while grammar translation method is based upon deductive teaching, direct method relies on inductive teaching. According to Andrews, the audio- lingual method could be condiseder as a method where the grammar is taught both deductively and inductively.² To illustrate this, in the audio- lingual method drills are used the basis of learning process. Pupils are engaged with drills until they learn by heart them. During this process they are not provided any information about grammar structures. However, the main objective of this method is to be able to speak accurately in target language. Thus, in spite of the fact that drills are taught inductively, learners need to memorise grammar items in order to speak accurately.

¹ Brown H. D. Teaching by Principles: An Interactive Approach to Language Pedagogy. – Englewood Cliffs, Prentice Hall Regents. 1994. – p. 82.

² Andrews S. Teacher Language Awareness. – Cambridge, Cambridge University Press. 2007. – p. 34.

There may be some occasional moments, of course, when a deductive approach -or a blend between the two- is indeed more appropriate. For example, to teach the simple past tense, the teacher begins a conversation with a student. The teacher asks students to tell his last summer holiday. Student answers by using simple present tense as he has no information about past tense. Later, teacher corrects him by using past tense. Then, student repeats the correct sentence. After that teacher writes the past forms of some verbs on the board to make learners practice. In this process grammar is taught by using a deductive and an inductive approaches at the same time. It is deductive by the aspect of writing the past forms of the verbs on the board. It is also inductive since students practice the past tense by giving their own examples.

Furthermore, it has been stated that it is highly probable to teach grammar by combination of deductive and inductive teaching . It is more intensifier for as pupils' attention is both directed to grammar rules and meaning at the same time.

From my point of view utilising these two approaches together might be proper in some circumstances. However, learner profile is a crucial factor in this situation because this kind of lesson can be found complicated by the students and combination might make harder to understand the grammar. To exemplify this, primary school children might be incapable of understanding the grammar in this way as their brain have tendency to focus on one thing at one time. When they are taught by combination they need to follow the teacher and the examples simultaneously and this might result in confusion. Therefore I consider that to combine these approaches is more applicable for adult learners rather than young learners. The reason why young learners are incapable of understanding the rules in this way is they have tendency to learn effectively by engaging with the tasks during the learning process.

One another point that I would like to discuss is the grammar item which is taught in this way. In my opinion this is not a proper way of teaching which could be used in all grammar structures. As it is mentioned above it could be used so as

to teach simple past tense but it is difficult to apply it for the present perfect tense as the meaning would not be as clear as the past tense since they might not have a tense which has the same meaning with present perfect tense in their native languages. Therefore I believe that these types of grammar items should be taught deductively in order to make the meaning clear.

In a nutshell to combine deductive and inductive teaching it is not always an effectual way of teaching grammar. As a teacher, I consider that preference of deductive or inductive approach in grammar teaching depends on learners and the grammar item. Therefore it seems to me that even though it is possible to make a combination in some cases, teaching by applying only one approach is more feasible since it enhances the clarity of learning process.

Teaching “Used To” Inductively. My learner group is 6th grade students. They are 12 years old and their level is pre- intermediate. The number of students is 10. They have two English sessions in a week. This is the first session of the week and I would teach only positive form of “used to”. In the next three sessions I would teach the negative and question form of “used to”. Duration is 40 minutes.

Step 1 (10 minutes)

First of all I would introduce the lesson by saying: “Today I am going to show you some pictures about my childhood.” I would show them pictures from my childhood years such as, my favourite cartoon character, sport, cloth, food and drink.

Next I would write example sentences on the board:

I used drink milk every morning when I was a child.

I used to play basketball with my friends every weekend.

I used to watch cartoon on tv everyday.

I used to wear sleeper at night.

Step 2 (15 minutes)

In this step to make students to explore the rule of “used to” I would ask students to work in pairs and underline new structure that they have learned in the

sample sentences. They would work with their partner and discuss the rule of positive form of “used to”. They can speak in their mother tongue as their level might be inadequate for discussing in English. I would make guidance and monitor them while they study the rule.

Step 3 (20 minutes)

In the last step I would ask them to work in groups of four and I would give them activity sheets. In the activity sheet students see a famous person and a pictures from his/her childhood. For example, they see the picture of Britney Spears singing in the church when she was ten years old. Then students make sentences by looking at the pictures. When they finish I would write the some of the sentences that they have produced on the board. For instance,

Britney Spears used to sing in the church.

Shania Twain used live in Canada.

Jennifer Lopez used to be fat.

In my grammar lesson I decided to use an inductive approach for teaching “used to”. The first reason why I chose this approach is the age and level of my learner group. As they are 10 years old pre-intermediate learners I believe that inductive way is more fruitful for them.

I started the lesson by calling their attention to my childhood. I consider that using pictures about my childhood would be interesting. Students needs to find teacher’s introduction stimulating because this encourages them to learn and they can remember the grammar rules easier in the future. One more futher point that I have take into account is to provide lexically simple examples to make the meaning clear.

In the next step I encouraged them to discover the rules themselves from the sample sentences by pair work. In this process students had opportunity to participate the lesson actively to deduce the rule from the examples. While they were work on the grammar item, their ability of problem solving could enhance due to the responsibility of their own learning while finding the rule. Whilst they

work with the grammar it is crucial to make them guidance to understand the grammar correctly so I controlled and helped them, if they needed. According to Nunan¹ during the process if learners are give have chance to engage with the grammar items themselves, they are able to understand profoundly and memorise the grammar rules easily. Therefore it appears to me that it is possible to provide permanent information through an inductive approach.

In the last step of my lesson, I gave them hand outs with celebrities' childhood. I think that pupils find this task interesting since they are familiar with the people on the activity sheet. As Harmer² has emphasized that it is very probable for young pupils to learn grammar effectively if they are provided with enjoyable tasks. In addition to this when teacher organises students to work in pairs or groups, a more interactive area could be created. This is beneficial for learners to share their ideas with each other and makes learning consistent and fruitful. Besides these points motivation is the one another significant factor that effects pupils learning. It is possible to increase pupils' motivation by collaborative work. For this reason I organised group work activity to enhance their motivation in the third part of my lesson.

From my perspective an inductive approach would obtain more deeper knowledge of grammar to learners as it is based on discovery technique. As it is postulated that to the deduce rules from the examples makes them more autonomous learners who are responsible for their own learning while working with the target language. Also this approach has positive affect on pupil's analytical and cognitive skills by means of the process of discovery. Moreover, it is possible to enhance learners' both grammatical and communicative competence by means of activities which students actively participate. To illustrate this, we suggest that during the learning process learners might find more reasonable to talk about grammar structures rather than general topics as the grammar is integral part

¹ Nunan, D. *Second Language Teaching and Learning*. – Boston, Heinle&Heinle Publishers. 1999. – p. 181.

² Harmer Jeremy. *The Practice of Teaching English*. – Longman, 2000. – p. 94.

of language. For instance, if the learner level is intermediate or above, they might discuss the grammar rules in the target language. This not only helps them to learn the grammar but also contributes their speaking skills. In addition to this teacher could organise communicative tasks such as, problem solving, role play or information gap activities for pupils to practice the rules at the last part of lesson. Therefore, it is possible to create a communicative class while teaching grammar in an inductive way.

In addition to these points above the approach that I selected for my teaching was effected by my own experinces as a foreign language learner. When I was learning English at primary school most of my teachers used deductive method to teach English grammar and this made a negative impact on my learning. For instance, I always felt that I had to learn by heart the grammar rules to be able to produce correct examples after learning. However, this caused me to perceive the language just as a concept which consists of certain rules and patterns. The lesson was always in the same procedure which was followed by fill in the blanks worksheet after presentation of the grammar item. Therefore English language was very unattractive for me in those days. By taking into consideration all my expreince as a foreign language learner I preferred to teach the grammar inductively in my lesson.

2.3. Some key notions in presentation and practice

Many of the presentations in this work make use of a context. These are simple, easy-to-convey situations, scenes or stories that will help to clarify the meaning or use of a language item. You can create the context by drawing pictures on the board, holding up flashcards of photos or sketches or by creating a mini-situation in class using students to act out simple roles following your instructions. A really good context will seem to lead inevitably to natural use of the target language. Typically, after creating a context, you might elicit language from the

students to see if they already have any idea about the target language. If they don't, it allows you to model the new language yourself.

You elicit by giving cues (asking a question, miming, showing a picture, giving a keyword, etc) that encourage the students to say something themselves - perhaps in order to draw out their ideas or to see what they know of the target language you are working on.¹ This may help to involve students in a lesson, as they will be doing more than simply listening to you speaking. They can also show what they already know and this can help you to adjust the level of the work. Eliciting can help to reduce the amount of unnecessary teacher talk in class.

You model by saying something aloud once or a number of times because you want the class to hear a well-pronounced example of a language item. You should take care to speak as naturally as possible and not artificially exaggerate any features.

You drill by modelling a sentence (perhaps to exemplify a specific grammatical item) then getting the students to repeat - often chorally (ie as a whole class). Alternatively, you could also ask different individuals to repeat - or pairs to say the sentence(s) to each other. Drilling is a very restricted use of language to help students notice, focus on and improve things like verb endings, word order, pronunciation etc. If a student repeats incorrectly during a drill it is usually helpful to correct. Don't worry too much about drilling being an unrealistic or 'non-communicative' use of language - or that the students might be rather unnaturally over-using target items. This type of controlled manipulation of language items is very useful.

You can build a short story or dialogue that includes examples of language you want the students to learn. Use the board or pictures to introduce the context and characters and then model (or elicit) lines of the story / dialogue, one by one - which the students can repeat. As the story / dialogue gets longer, students can recap and practise saying the whole thing.

¹ <http://www.english-test.net/lessons/20/index.html>

Students do pair work when each student in class works with one partner. Often the students in each pair are referred to as A and B. Pair work allows lots of students to speak and work simultaneously, maximising interaction time in class.

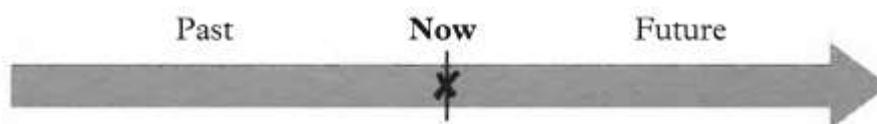
In a mingling activity, each student in class stands up and walks around the room, meeting and talking to a number of other people - and perhaps after completing a task, moving on to meet others.

Although teachers often worry about whether their lesson is fun? or not, perhaps a more important consideration is whether it is engaging. Students will learn little or nothing if they do not find the work interesting and involving.

It needs to attract them, fill their minds and hold their attention. This may be because the topic is relevant, the task is stimulating, the end result appeals to them - or for many other reasons. One key factor to bear in mind is to pitch the level of challenge appropriately - neither too high nor too low - and of course this level will vary for different people in your class and at different times. Creating the right challenge level may, for example, involve the teacher varying the difficulty of questions as they ask different people around the class.

What are timelines - and how can I use them?

Timelines are a simple visual aid that you (or a student) can quickly draw on the board. They make the flow of time visible - as a line moving from the left (past) through 'now' towards the right (the future). By adding other things to the line (eg an 'X' to indicate an event or a stick baby to show when someone was born) we can clarify when something happened and this can help learners to understand the uses of a tense or how one tense is different from another.



Timelines are valuable both as (a) a teaching tool to introduce the meaning and use of verb tenses and (b) as a checking tool (like concept questions) to find out how much learners have understood.

Use timelines as an aid when explaining the meaning and use of a tense. Ask concept questions based on the timelines. Try using incomplete timelines as a way of eliciting ideas from students (When do you think it happened?). Invite students to come to the board to draw their suggested timelines - and let other students agree or disagree - and make alternative suggestions. Draw wrong timelines and invite students to correct you. Timelines are a great way of clarifying and checking meaning. But just remember that their meaning may not be immediately transparent to everyone - and there may be different interpretations. Many students seem to find timelines very helpful but others may remain puzzled.¹

Where possible and appropriate, example sentences in the main text are real samples of language in use, taken from the Macmillan English Dictionary corpus. Most are exactly as listed in the corpus, but in some cases, they have been edited slightly in order to help focus on the language point being exemplified by removing or changing words that seem potentially confusing or distracting for the levels in which the lessons are likely to be taught. Even so, you may find some of the samples unusual - and may consider them unsuitable for their classes. For example, the present perfect examples include Someone has just waltzed off with my drink. This certainly isn't the sort of example students typically come across - but, after just a little explanation of what a waltz is - and of the colloquial use meaning 'steal' - this is actually a very striking and visual example - and the sort of chunk of language that students tend to love learning by heart (which is halfway to getting to grips with the language). Of course, if you are not personally familiar with the meaning of an idiomatic use, then it's sensible to avoid it - but, if you do know it, I encourage you to think about using real sentences like this as they stand (even if you do need to teach the meaning of a new verb or two) - not least because

¹ <http://lessons.englishgrammar101.com/EnglishGrammar101>

some of the odder or unexpected pictures they conjure up might be more memorable.

In order to get better at grammar, students need more than input and practice. They also need to get lots of feedback on how well they are doing. Encouragement is important, of course, but it's also vital to give clear, truthful information about how well they use language. If a learner is constantly making a mistake (or could say things better than they are doing), it's little help if the teacher keeps saying only 'Good,' 'Well done,' 'Perfect' and so on.

We can distinguish some important ways of responding to errors.

Simply indicating that an error has been made (eg by raising your eyebrows or shaking your head) without correcting - in the hope of the learner - or a peer - being able to correct it themselves. The thinking processes involved in such self / peer correction may help long-term learning.

Indicating what the mistake is - or where it is (eg by repeating an incorrect word with questioning intonation) without correcting (again, to encourage students to think and correct themselves).

Giving the correction, partly or wholly yourself (eg by saying a corrected verb form) and getting the learner to complete it or repeat it.

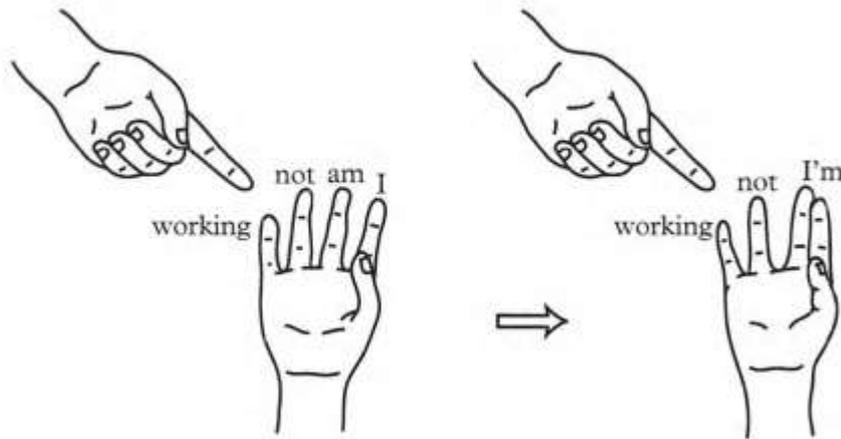
There are many different ways of offering feedback or correction. Here is one way that some teachers have found very useful to help students who never use contractions.

If your students keep saying "I am not working" (ie quite deliberately and painfully decontracting, when you really want them to speak a more fluent, contracted form) try finger correction. This technique works a treat - but it needs to be introduced and used a few times on different occasions before its power and simplicity becomes clear.¹

Hold up one hand, showing the number of fingers for the number of words in the student's sentence (making sure that the resulting display of fingers isn't rude

¹ Edwards C. *Teachers Exploring Tasks in English Language Teaching*. – Palgrave, Macmillan. 2005. – 311 p.

in some way in the local context!). Indicate that one finger represents /, one represents am, one represents not and one represents working. You can do this by pointing at one finger and saying T, then the next and saying 'am', then the next and saying 'not' (and so on). From your perspective, behind the fingers, the sentence will seem to go right to left! For students sitting in front of you, it'll read in the normal left to right order.



Once you have established that each finger represents a word, slowly and obviously push the first two fingers together and say Tm\ Repeat the action and words a few times. Get the student(s) to repeat the whole sentence.

In future classes, when students don't contract, use the same technique again. After a few times, you'll find that students quickly realise what the fingers mean even without you needing to give any instructions. This will have become a very quick and wordless way of reminding students that they need to contract the pronoun and auxiliary verb.

What are concept questions - and how can I use them?

It's easy enough to find out if students have learnt the form of a new language item - we can immediately see or hear if they say or write it wrongly. But finding out if they understand the meaning of something is much harder. Traditional teacher techniques such as asking Do you understand? are famously uninformative - because a student might say yes for various reasons (I don't want to look stupid or I think I understand). But there is a useful technique to check students'

understanding - one really worth learning if you don't know it: asking concept questions.

Concept questions are questions that you can ask students in order to check if they have understood the meaning of language items they are learning.

Well-made concept questions check understanding by asking questions that: are simpler in form and complexity of meaning than the language item they are checking.

can usually be answered without students needing to create long or complex answers.

quickly reveal misunderstandings if students have trouble answering or give incorrect answers.

help to consolidate correct understandings.

allow all students to think and check for themselves if they understand.

Concept questions are often used as an integral part of presentations, especially when working on verb tenses, and especially for checking if students understand what time is referred to, but they are valuable for a number of other grammatical items. However, not everything can be easily or usefully concept checked.

In class, you can ask concept questions to several students, listening to their answers and evaluating whether they have understood the meaning of the language item well or not, perhaps not confirming a student answer until you have heard from a number of them. While asking individual students, you also hope that all the other students in class are thinking through the question and preparing their own answers.

An example: In this work, I have included some concept questions for a number of grammatical items. These are ready-to-use in class - but please make sure you are clear how the entries work. Here is an example for comparatives:

Harry's taller than Bill. Are Harry and Bill the same height? (No) One of them is 1.56 metres tall; one is 1.59 metres tall. Which one is 1.59 - Harry or Bill?

(Harry) Make a sentence about Harry and Bill using shorter. (Bill's shorter than Harry)¹

The first sentence is in bold. This is an example sentence you to read out to students. The concept questions to ask students (about that example sentence) then follow, with sample correct student answers in brackets.

How might this example be used in class?

You could use these concept questions after first spending some time teaching the meaning of comparatives (from a coursebook, or using a board picture etc).

When you decide it is time to check if students have really understood the meaning (which could be either during the presentation or after it) say 'Listen.5 Then read the starter sentence aloud (perhaps twice): 'Harry's taller than Bill.'

Then ask the first concept question, pause to allow all students a little thinking time, then nominate a student by name who answers the question correctly.

Acknowledge the answer by nodding (or saying 'thank you') but do not immediately say if the answer is correct or not until you have asked a few more students. Then ask the same question to one or more other students. This makes sure that it is not just one clever or quick student who has 'got it'. In fact, it is vital that to check a range of learner levels within class. You need to discover if the class as a whole has 'got it'.

After asking a few students, you can clearly confirm if the answers were actually accurate - or else correct or explain in the case of wrong answers.

Repeat steps 3-5 with other questions (NB some concept questions include an additional contextualising sentence, eg One of them is 1.56 metres tall.) - and maybe even recycle some earlier questions randomly. You are aiming to see if students understand well enough to answer confidently and, perhaps, quickly.

What if students give wrong answers to concept questions?

¹ <http://www.teachingenglish.org.uk/article/analysing-language>

If, at any stage, one or more students give a wrong answer to a concept questions, it may be best to avoid launching straight into an explanation or correction.

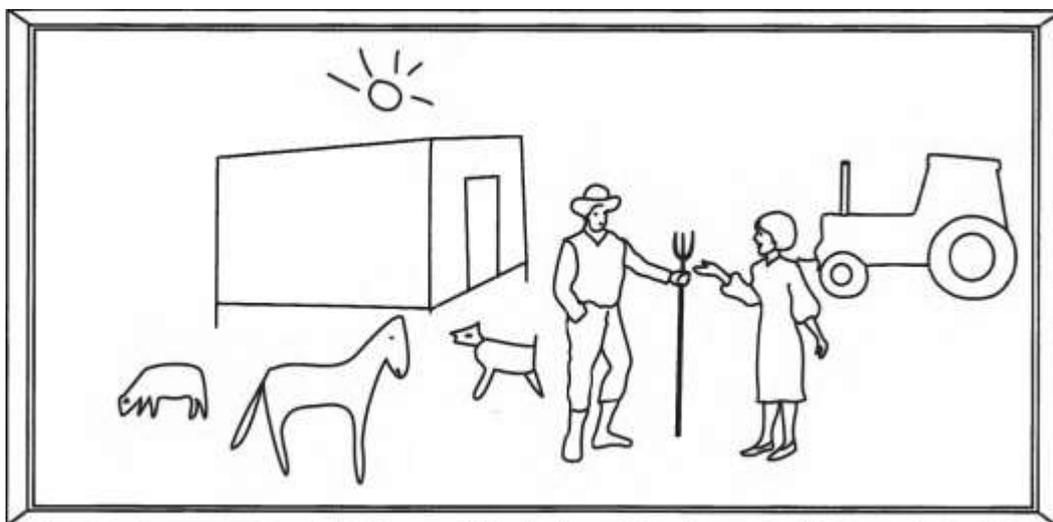
When you ask concept questions s you may find yourself hoping for ‘correct’ answers - but remember that the exercise is essentially about collecting feedback. If there are w7rong answers, it probably wron’t help to just tell them the correct answer. Wrong answers give you feedback that there is some teaching that still needs to be done to help clarify the problems!

‘Make a sentence’ challenge

The example concept questions above include one additional technique - asking the students to make a new sentence. Note that this example is more focussed than saying ‘Tell me any sentence using a comparative’ which tends to lead to random and often silly, unnatural sentences. In contrast, the sentence asked for here (a) is clearly set within the context that has already been established (b) has a specific challenge to form a sentence for which the meaning is known. Little is left to chance; only a small number of sentences would answer the challenge.

The farm

Draw a simple, small farm on the board (a house, a shed, a field). Check that students know wThat your drawing shows! Add in Federico, the farmer and a visitor, Isabella. Write a year from the past (2000) at the top of the board.



Mime to indicate that Federico is telling Isabella about his farm. Add items to the picture (a dog, a cow) and elicit sentences he's saying (I've got a dog. I've got a pony. I've got a sheep. I've got a goose. I've got a field. I've got a tractor. I've got a child. She's got a mouse!).

Erase the past year and write the current year. Explain that Federico has been very successful. Add new items to the picture and elicit the new sentences (I've got three dogs. I've got 20 ponies. I've got 40 sheep. I've got ten geese. I've got three fields. I've got two tractors. I've got two children. They've got five mice!). If you don't want to draw 20 ponies, just write the number next to the animal.¹

Write up the words you have used and focus on the different ways of making plurals.

Use separate pictures to introduce any regular or irregular plurals you wish to focus on that don't easily fit into the farm context (dictionary -> dictionaries; knife -> knives).

If you choose an alternative context, look for situations which, like a farm, allow you to bring in a wide number of different plurals (/s/, /z/, /iz/) and irregulars like foot / feet, mouse / mice, sheep / sheep.

If you are teaching at very low levels, you will need to adjust your classroom language to suit the level. Many of these ideas can be introduced by gesturing rather than giving instructions.

Bring a number of different toys, objects and pictures into the room - including more than one of many items. Place the items on different students' desks. Set little tasks and ask questions around the class such as 'Count the objects on your desk,' 'What have you got on your desk?' 'What has Pedro got on his desk?' Add more objects and mix items around to give further practice.

In my home

¹ <http://www.teachingenglish.org.uk/article/planning-a-grammar-lesson>

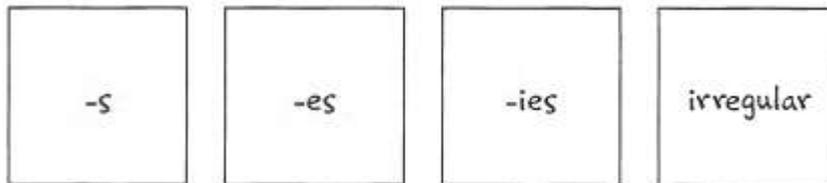
Tell the students ‘In my home we have three bedrooms, two TVs, twelve chairs, seven clocks and two dogs. Now tell me about some numbers in your home.’

Variation

‘Tell me about some numbers in this school / classroom.’

Quick choice quiz

A lively game (if you have a suitable room with sufficient floor space for movement) is a quiz in which students have to vote physically to show which answer they think is correct. On four large pieces of paper write the following in big, clear letters:



Ask all the students to come into an open space - the area at the front of class is often best. Place the four signs at different places on the walls of the room around the open space. The signs should not be too close to each other - but they should all be easily accessible for all students (no chairs or tables in the way).

Choose some singular nouns. When you say a noun, every student must decide individually how the plural is made - and move to stand in front of the correct sign. Students are allowed to change their minds when they see where other students are going! When everyone has made their final decision and stopped moving, announce the real answer - and award one point (a token) to each student in the right place. Gather everyone back in the middle again - and go on to the next noun.

Concept questions

The woman is in the room. How many people are in the room? (One) Is there one person in the room? (Yes)

The women are in the room. How many people are in the room? (We don't know. More than one) Is there one person in the room? (No - more than one)

Repeat the same idea with child / children, person / people etc.

Pronunciation

Regular -s / -es

Regular plural endings can have three different pronunciations.

We use /s/ after unvoiced sounds shops /ʃɒps/, hats /hæts/, seats /si:ts/

We use /z/ after voiced sounds shoes /ʃu:z/, dogs /dɒgz/, seas /si:z/

We use /ɪz/ after the sounds /tʃ/, /dʒ/, /s/, /// and /z/ watches /wɒtʃɪz/, boxes /bɒksɪz/, places /pleɪsɪz/¹

Watch out for these problems . . .

Students avoid plurals: I saw three student in the corridor.

Students add an -s to words that are already in the plural: X womens X peoples Of course, students will have heard words such as women's and people's and may have wrongly assumed them to be plurals rather than possessives.

Students use singular verbs with plural nouns (or vice versa): X The children was . . .

Students mispronounce the i ending as /ɪs/: cooks /kʊkɪs/, walks /wɔ:kɪs/. Help them by pointing out that words like cooks and walks are one syllable but they are using two.

Teaching tip: memory practice

Some methodology books may give the impression that the only worthwhile classroom activities are ones which involve realistic communication between students. However, while communicative practice is essential, there are some things that are probably best learnt by fairly traditional techniques involving simple input, memorisation, reminders and recall. Plurals is one area where some memory practice (helping students to know what the plural of child is) can be

¹ Shaffer C. A Comparison of Inductive and Deductive Approaches to Teaching Foreign Languages. – The Modern Language Journal. 73 (4). – p. 396.

helpful - alongside chances to actually use language with lots of singulars and plurals in realistic tasks, dialogues and situations.

2.4. The Results of Used Method

The purpose of this study was to investigate the effectiveness of inductive instruction when learning grammatical structures in an EFL classroom with secondary school pupils. In general, our pupils find English grammar rather hard, which is why it seemed interesting to investigate the effectiveness of different approaches towards grammar teaching. Since the English tenses, particularly the distinction between the past simple and present perfect tense, are usually considered most difficult of all, it was decided to use these grammatical features for this study.

The participants in this study were 54 secondary school pupils within an age range of 13-14. The students were divided over two groups: a deductively taught group and an inductively taught group with respectively 28 and 26 pupils. There was a roughly equal distribution of gender across and within both groups.

Students participated involuntarily as the study was carried out during their regular English classes which were mandatory for them. Nevertheless, students were encouraged to participate actively since the material discussed in class would eventually be assessed by their regular teacher. Both groups were found to be homogenous in terms of language abilities based on previous performance in class (the average mark was between a 3 and a 4 on a 5-point scale in both classes) and, crucially, on the outcomes of a grammaticality judgement task (GJT) that was administered before the inductive or deductive grammar instructions sessions (a more detailed description of the GTJ is provided below). However, by means of a brief questionnaire preceding the GJT, it was assessed that students in the deductively taught group enjoyed English classes significantly more than students in the other class. This might have influenced the results, as the former group could be more motivated in participating than the latter one.

Materials. Three grammaticality judgement tasks in which students had to judge sentences on a binary scale: ‘correct’ and ‘incorrect’ (or ‘I do not know’) were administered as part of a pre-post test design. In addition, a third GJT retention test was administered six weeks following the posttest. The first task, the pre-test, was also partly included to determine whether both classes were homogenous in terms of grammar abilities and to determine what students already knew with regard to the present perfect and past simple tense. Both tenses were explicitly taught to the students in the beginning of their second year, about seven months ago of the time of testing. Students were first taught the past simple and consequently the present perfect as this was the order of the teaching method *Stepping Stones* they used in class. Both structures were taught deductively: the teacher explicitly taught the rules first. As part of this study, a brief questionnaire was administered before the GJT to collect more background information on all the students. Both the pretest and the questionnaire. All three GJT’s consisted of three main parts: twelve sentences focusing on the past simple, twelve sentences that tapped into the present perfect, and six fillers. The posttest and retention task, consisted of six additional fillers in order to distract the students even more from the actual features under investigation. All sentences were, in turn, equally split into correct and incorrect sentences. Naturally, all sentences were randomly shuffled and the order was therefore also different on all three tests. Sentences on the past simple consisted of simplex past sentences, irregular versus regular verb sentences, and dummy-do insertion or inversion sentences. See below for an example.

1. Did you see that film on television last night?

Sentences testing the present perfect consisted of sentences that show something happened in the past and is still continuing into the present or presently relevant, sentences that show grammatical adverbs or signal words, and sentences that show an action set in at an unspecified time before the present but the

importance of the effect carrying relevance in the present time. See (2) below for an example.

2. Bob and Alice are married. They are married for 20 years.

Lastly, the fillers dealt with matters such as prepositions of time, English plural, and word order to distract students from the actual features under investigation. Tenses were, thus, assessed in every conceivable form.

Procedure. During three days over a period of two weeks, participants took part in three lessons of respectively 15 minutes, 45 minutes, and 15 minutes each. Between day one and two, there was a one-day lapse; between day two and three, there was a six-day lapse. Six weeks after the posttest was carried out, both classes completed a retention task. All sessions took place during their regular English classes and the language of instruction was Russian. On the first day, both groups received a GJT. Students were told they were to participate in a BA thesis study that would investigate how good they already were on difficult grammatical constructions such as the present perfect and past simple tense. It was stressed that they would not get a mark for the test but that the point was to test their intuitions about the sentences, so as to reduce anxiety levels. Because the concept 'grammatical' was not clear for many students, this was explained as well. Students were also told that an initial hunch usually is the best one, and that they had to judge the sentences immediately after reading. Lastly, they were told they had to do the assignment individually and finish within ten minutes. Most students, however, did not need that much time.

On the second day, both groups received instruction. The deductive group received metalinguistic information and the rules underlying the grammatical concept for about twenty minutes. The concepts were illustrated with some examples. An error identification activity, followed the explicit instruction. Students were presented with a dialogue between two men talking about their past and were asked to find incorrect instances of the past simple or present perfect and consequently correct them. After ten minutes, the teacher discussed the assignment

by asking the students which instances were wrong and why students considered them wrong.

The inductive group, on the other hand, did not first receive rules or metalinguistic information but were immediately presented with a dialogue. As the dialogue was read out loud, students were asked to pay attention to how the men formulated their sentences about things that had happened in the past. In other words, students had to ‘observe’ the tenses used. After having observed the structures, it was explained what students had to do in the next 25 minutes. First of all, students were asked to find as many instances of English tenses in the dialogue as possible. They were told to ignore present tenses such as “She is at her parents’.” Second of all, they had to consider which examples belonged together and organise them in two columns. After this, students were asked to reason why this distinction was made; in other words, what the examples in both columns expressed, and in what situations each of the instances were used. Consequently, they had to formulate a rule for both constructions in order to explain how confirmative sentences are formulated. Lastly, they were asked to do the same for questions. In order to facilitate the induction process, Shaffer proposes that a paradigm, table, or partial rule can be presented in advance which students then have to fill in or complete¹. However, because it was predicted that most students would understand that the two columns represented the past simple and present perfect and had knowledge of these metalinguistic terms (as they were already familiar with the terms), it was decided not to do this. Nevertheless, students’ progress was monitored carefully and intervention was offered when needed. After students did the assignment, it was checked and discussed in class step by step by means of two columns (one for the past simple and one for present perfect) that were filled in on the chalkboard for about 15 minutes.

¹ Shaffer C. A Comparison of Inductive and Deductive Approaches to Teaching Foreign Languages. – The Modern Language Journal. 73 (4). – p. 397.

On the third day, both groups received a grammaticality judgement task again. Once again, for most students it took less than ten minutes to complete the test.

Six weeks later, both groups completed the retention task in order to test whether the information offered in the instruction session was retained. Because some time had lapsed, they were once again told they had to work individually, that they did not get a mark for it, and that they would have 10 minutes to complete the task.

Conclusion

The present study was designed to determine whether there would be a significant difference between the effectiveness of the deductive and inductive approach when teaching the English Grammar to secondary school pupils. Prior studies have commented on how grammar rules should best be presented, but there seems to be no general consensus.

This study found, first of all, that both the inductive and deductive group performed significantly better on both the past simple tense and present perfect tense in the posttest when compared to the pretest. Both methods, thus, seem effective when teaching the past simple and present perfect to Uzbek pupils. The differences in scores between the posttest and pretest described above could, however, be attributed to the fact that the posttest was administered only one week after the instruction session. Linguistic knowledge was, thus, still in students' short-term memory. In addition, both tenses were already taught before and students, thus, spent more time on both structures, thus consolidating their already existing knowledge base, which in turn could have resulted in these outcomes.

R. Ellis, on the other hand, claims that, unlike many teachers think, grammar instruction has a “delayed effect” rather than an instant one. According to R. Ellis, the improvement visible in the posttest should, thus, not be considered the actual effect of grammar teaching.¹ As for the retention task, it was quite surprising that the deductive group retained their knowledge on the past simple and present perfect in the retention task as no significant increase or decrease was found when comparing the posttest and retention task. The inductive group, on the other hand, showed a significant decrease in past simple scores (the decrease in present perfect scores was not significant). It is striking that these students appear to have forgotten everything at the time of the retention task; even students who had

¹ Ellis R. *The Place of Grammar Instruction in the Second/Foreign Language Curriculum. New Perspectives on Grammar Teaching in Second Language Classrooms.* – New York, Routledge. 2002. – p. 168.

initially shown progress as part of the posttest seem to have forgotten everything. The 'delayed effect,' thus, seems to be zero.

There are several possible explanations for this result. First of all, the role of motivation should be considered as this might have played a role in the outcomes of the study. Because students were already taught the present perfect and past simple before, the level of motivation might have decreased in both groups. In addition, although it was not reflected in the results of the pretest, it was determined by means of the questionnaire that the deductive group enjoyed English classes significantly more than the inductive group. If students in the inductive group were, thus, not willing to pay attention during the instruction session or do his/her best on the tests, this would have consequences for the outcome of the study.

In addition, because the rule-discovering process was new to the students, they might have had troubles participating actively in this time-consuming and rather difficult process. This would also explain why the deductive group was significantly better on the present perfect in the retention task than the inductive group (and also better on the past simple although not significantly). After all, the deductive group received instruction in the way they were used to: deductively, while the inductive group also had to familiarise themselves with a new approach first. Teachers, in general, tend to apply the deductive approach as the main means of instruction, as was the case in the two groups tested. If students in the inductive group were indeed having troubles with the inductive approach and consequently failed to do the rule- discovering assignment, the idea of the induction process is completely lost. It could be argued that students should, thus, be familiarised with the inductive method first before applying it as the sole means of instruction. Once students are familiar with analysing data and discovering rules for themselves, this will most likely bring about positive learning effects. After all, one main advantage

of the inductive method is active participation¹, but students must first be motivated and understand how to do so.

The findings can, however, also be said to corroborate the idea, that some structures are simply best taught inductively while others are best taught deductively. It could be argued that the present perfect (the deductive group performs significantly better on this aspect when comparing the pretest and posttest), or even English tenses in general (the deductive group retains linguistic information at the time of the retention task), can best be learned deductively and that the inductive approach will most likely be effective in teaching other grammatical aspects of the English language.

Overall, the findings of this study once again suggest that Uzbek pupils find the English tenses difficult: although the tenses had been taught before, students still made many mistakes on the past simple and particularly on the present perfect in the pretest, which suggests that these structures had still not been internalised. In addition, students in the inductive group seemed to have forgotten everything at the time of the retention test, as they performed on the same level before all the instruction was given. It is self-explanatory to say that one instruction session of 45 minutes is not enough to generate an effect in the long-term (the delayed effect). The findings of this study do, however, suggest that the deductive method is effective when teaching English tenses to Uzbek pupils. They might, however, still need several additional instruction sessions in order to acquire English tenses even better. In addition, students should be familiarised with and understand the inductive method first in order to generate beneficial learning outcomes.

This study has shown that both methods generate positive learning outcomes in the posttest (short-term); however, effects that were present here in the inductive group appear to be minimised when tested again in the retention task. This was, however, not the case for the deductive group when comparing the posttest and

¹ Shaffer C. A Comparison of Inductive and Deductive Approaches to Teaching Foreign Languages. – *The Modern Language Journal*. 73 (4). – p. 401.

retention test: they retained the linguistic information. On the basis of this study's results, the deductive method does, thus, turn out to be most effective at least for the long-term.

It must, however, be pointed out that the findings in this thesis are subject to at least two limitations. First, grammar instruction took place in only one lesson that consisted of 45 minutes. It could be argued that the instruction was rather brief which could in turn have led to the finding that students forgot again about the tenses six weeks after the posttest. In addition, students' behaviour played an important role: if they were not motivated to pay attention during this specific session, it might have had consequences for the outcomes of the study. Second, the grammatical features under investigation had already been taught before which might have affected the outcomes of the study. Prior knowledge might have influenced the rule-discovering process: students could have tried to remember rules instead of discovering the rules.

The current findings add to a growing body of literature on language teaching methods. In addition, this thesis adds substantially to teachers' understanding of grammar teaching. Taken together, this thesis has some implications for teaching practices. Although the outcomes of the study indicate that the deductive approach is effective when teaching English tenses, it nevertheless supports strong recommendations for teachers to familiarise students with the inductive method. As Brown argues: "classroom learning tend to rely more than it should on deductive reasoning". "While it may be appropriate at times to articulate a rule and then proceed to its instances, most of the evidence in communicative second language learning points to the superiority of an inductive approach to rules"¹. In addition, teachers should make sure to incorporate rules in meaningful and authentic tasks; after all, this is what the Communicative Approach attempts to do. Another important practical implication is that teachers should, consequently, vary

¹ Brown H. D. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. – Englewood Cliffs, Prentice Hall Regents. 1994. – pp. 104-105.

in practising and assessment materials: they should use more than simply fill-in-the-blanks exercises in practice.

This study has thrown up some questions in need of further investigation. Grammar instruction has a “delayed effect” rather than an instant one, and results showed that the deductive approach turned out to have an effect in the long-term. However, because this investigation was limited to only two groups of 54 pupils in total who were not familiar with the inductive method, further work will need to be done to determine whether the inductive method will be effective when teaching English tenses to students who are already familiar with the approach, or whether the inductive approach is simply not effective when teaching tenses but is when teaching other grammatical aspects. Since pupils were already taught the English tenses before but appeared to have forgotten everything at the time of testing, it would be interesting for further research to determine whether the deductive method can also have an effect over a longer period of time when teaching the past simple and present perfect or whether pupils in general simply have too many difficulties regarding English tenses and will never fully internalise both structures.

The List of Used Literature

1. Жалолов Ж. Чет тил ўқитиш методикаси. – Тошкент, Ўқитувчи. 1996. – 326 б.
2. Хошимов Ў. Инглиз тили ўқитиш методикаси. – Тошкент, Ўқитувчи. 2006. – 226 б.
3. Маслыко Е.А. Настольная книга преподавателя иностранного языка. 3-е изд, стереотип. – М., 1997. – с. 522.
4. Andrews S. Teacher Language Awareness. – Cambridge, Cambridge University Press. 2007. – pp. 34-91.
5. Allwright D. Observation in the language classroom. - New York, Longman. 1998. – p. 27.
6. Bowers R. Language Teacher Education. An Integrated Programme for EFL Teacher Training. – Modern English Publications, 1997. – 188 p.
7. Broughton Geoffrey. Teaching English as a Foreign Language. – Routledge, 2003. – 257 p.
8. Brown G., Malmkjaer K., Williams J. Performance and Competence in Second Language Acquisition. – Cambridge, Cambridge University Press. 1996. – p. 18-93.
9. Brown H. D. Teaching by Principles: An Interactive Approach to Language Pedagogy. – Englewood Cliffs, Prentice Hall Regents. 1994. – pp. 82-105.
10. Brown H. D. Principles of Language Learning and Teaching. – NY. Eaglewood Cliffs, Prentice Hall. 1992. – pp. 2-23.
11. Burchfield R.W. The English Language. – Cambridge, Cambridge University Press. 1999. – pp. 45-47.
12. Chalker S., Weiner E. Oxford Dictionary of English Grammar. – New York, Oxford University Press. 1994 – p. 177.
13. Chomsky N. On Nature and Language. – Cambridge, Cambridge University Press. 2002. – pp. 87-115.

14. Eastwood, J. Oxford Practice Grammar. – Oxford, Oxford University Press. 2006. – p. 127.
15. Edwards C. Teachers Exploring Tasks in English Language Teaching. – Palgrave, Macmillan. 2005. – 311 p.
16. Elbow P. Grammar without teachers. – London, Oxford University Press. 2013. – p. 56-59.
17. Ellis R. The Place of Grammar Instruction in the Second/Foreign Language Curriculum. New Perspectives on Grammar Teaching in Second Language Classrooms. – New York, Routledge. 2002. – pp. 7-168.
18. Flowerdew John. Second Language Listening. Theory and Practice. – Cambridge Univ. Press. 2002. – 258 p.
19. Fowler H. W. The New Fowler's Modern English Usage. 3rd ed. – Oxford, Clarendon Press. 1996. – p. 74.
20. Harmer Jeremy. The Practice of Teaching English. – Longman, 2000. – pp. 80-134.
21. Kollin Martha and Robert Funk. Understanding English Grammar. 5th ed. – Boston, Allyn and Bacon. 1998. – p. 152.
22. Jespersen Otto. Growth and Structure of the English Language. – Oxford, 1982. – pp. 246-249.
23. Larsen-Freeman D. Techniques and principles in language learning (2nd ed.). – Oxford, Oxford University Press. 2003. – pp. 25-38.
24. Long M., Richards J. Methodology in TESOL. – New Jersey, Heinle & Heinle Publishers. 2010. – pp. 282-292.
25. Lynch B. Language Program evaluation: theory and practice. – Cambridge. Cambridge University Press. 2010. – p. 71.
26. Newby D. Pedagogical Grammar. In M. Byram (ed.) Routledge Encyclopedia of Language Teaching and Learning. – London, Routledge. 2000. – p. 1.
27. Nunan, D. Second Language Teaching and Learning. – Boston, Heinle&Heinle Publishers. 1999. – p. 182.

28. O’Keeffe A., McCarthy M., Carter R. *From Corpus to Classroom*. – Oxford, Oxford University Press. 2007. – p. 104.
29. Richards J.C., Schmidt R. *Longman dictionary of language teaching and applied linguistics*. – Essex, Longman. 2002. – p. 15.
30. Rutherford W. *Second language grammar: Learning and teaching*. – New York, Longman. 2011. – pp. 104-112.
31. Shaffer C. A Comparison of Inductive and Deductive Approaches to Teaching Foreign Languages. – *The Modern Language Journal*. 73 (4). – pp. 395-403.
32. Schlauch Margaret. *The English Language in Modern Times*. – Warszawa, 1995. – p. 342.
33. Summer T. An Evaluation of Methodological Options for Grammar Instruction in EFL Textbooks: Are Methods Dead? – Heidelberg, Universitätsverlag Winter. 2011. – p. 22.
34. Thomson A., Martinet A. *A practical English grammar*. – Oxford, Oxford University Press. 2005. – p. 92.
35. Thornbury S. *How to Teach Grammar*. – Pearson, Longman. 1999. – p. 2-93.
36. Ur P. *Grammar Practice Activities: A Practical Guide for Teachers* . – Cambridge, Cambridge University Press. 2009. – pp. 3-84.
37. <http://en.wikipedia.org/wiki/Grammar>
38. www.examenglish.com/
39. <http://lessons.englishgrammar101.com/EnglishGrammar101>
40. http://iloveenglish.ru/tests/test_your_english_level
41. <http://www.learn-english-today.com/lessons>
42. http://en.wikipedia.org/wiki/linguistic_competence#competence_versus_performance
43. www.practiceenglishgrammar.com/
44. <http://www.teachingenglish.org.uk/blogs/bc-seminars/teaching-grammar-inductively-catherine-walter>

45. <http://www.teachingenglish.org.uk/article/planning-a-grammar-lesson>
46. <http://www.teachingenglish.org.uk/article/analysing-language>
47. <http://www.english-test.net/lessons/20/index.html>
48. <http://www.hu.mtu.edu/uycarpen/hu3120/pdfs/thinkaloud.pdf>
49. http://www.ielts-exam.net/index.php?option=com_context&task=category§ionid
50. http://www.lex tutor.ca/concordancers/concord_e.html
51. <http://www.pearsonlongman.com/downloads/New-Years-Worksheet.pdf>
52. <http://www.youtube.com/watch?V=AJtr8kKkGU>
53. http://www.tki.org.nz/r/esol/esolonline/teachers/prof_read/Rod_ellis_e.php
54. http://www.sdkrashen.com/SL_Acquisition_and_Learning/
55. <http://iteslj.org/Techniques/Noonan-Noticing.html>