



THE ROLE OF GRAMMAR IN LANGUAGE TEACHING

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Introduction.

Grammar is a set of rules that aid to form correct or standard use of a particular language. Handayani and Johan (2018) believe that grammar is an important element and main capital of language. So, it should be mastered by ELL in order to avoid miscommunications and inappropriate use of the language. Acknowledging its importance, language educators select different methods and techniques to teach it effectively to their learners. While some teachers rely on deductive approach (grammar is taught relying on rules) to teach grammar, others consider inductive approach (grammar is taught by encouraging learners to discover and notice rules by themselves) (Chalipa, 2013). Relying on the outcomes of the her research, the author of the article concludes that deductive approach of teaching grammar is effective for short term learning while inductive approach is highly likely to bring welcoming results in long term learning process.

It is not a secret that grammar has always been a debatable phenomenon in language teaching whether it is important to teach or not in second language learning. Thornbury (1999) claimed that grammar can be a challenge and even a barrier causing lots of resistance in learning a foreign language. In dealing with such a problem, some scholars suggest inductive and some others deductive grammar teaching regarding some merits and demerits of them. As it was highlighted in the article that both approaches intend to maximize the opportunities to practice thinking skills of the students (Chalipa, 2013) and encourages the learners to fill the gaps in second language learning (Harmer, 1989).

The importance of knowing grammar rules in Second language acquisition.

New language learners have no rudimentary knowledge of grammar rules. So they do not know how to analyze the exercises they do. In a deductive classroom, the teacher conducts lessons by introducing and explaining concepts to students, and then expecting students to complete tasks to practice the concepts; this approach is very teacher-centered. Conversely, inductive instruction is a much more student-centered approach and makes use of a strategy known as 'noticing'. The inductive approach is only for the students who studied grammar lessons. But they make mistakes, the teacher corrects their mistakes anyway!

In deductive methods, teachers can teach their learners from grammar in a deductive way. Their role is very important for deductive learners. On the other hand in inductive approach, the learners do the task themselves. This task was called student-centered methods. Due to this method, the learners can improve their critical thinking ability and problem solving skills in the lessons. However, for the time being, majority of the learners are not interested in learning grammar. They are learning other modern methods as compared to grammar translation method. In my opinion the role of grammar is very important for beginners whose aim to learn english in Uzbekistan.

In terms of the criticism, I strongly approve that inductive approach puts a very heavy responsibility on teacher in organising and planning the lesson. It is a risky situation that if the teacher can not select methods and techniques for conducting a lesson using inductive approach the students may easily become bored and not engaged in the content. We highly agree that deductive approach



heavily relies on rule presentation which causes frustration among learners. As a teacher with experience in teaching grammar, we noticed many cases that the students do not understand the topic when everything is explained with rules and exact structures.

When it comes to the strong points, inductive approach prepares the learners for self-reliance and approves learner autonomy. When the learners work out for themselves convening the meaning or the rule through different exercises they gradually become self-confident and capable of learning by practicing. Deductive approach is a very effective and productive way of teaching grammar for the learners with some background knowledge. they can easily understand all rules identifying exact structures and demonstrate rather comprehensible input.

In order to effectively utilize the inductive instructional approach, the teacher should possess extensive teaching experience. This involves the skills of conducting relevant activities and putting the appropriate questions for the audience's discussions. An incorrectly formulated question may easily lead to unwanted results. "An inductive approach comes from inductive reasoning stating that a reasoning progression proceeds from particulars (that is observations, measurements, or data) to generalities (rules, laws, concepts, or theories)", (Felder & Henriques, 1995).

Conclusion.

To reach the conclusion, the inductive approach makes teachers work harder while organizing lessons. Since teachers are supposed to involve students during the lesson in this approach, they have to choose more effective techniques and methods for the lesson. As well as that, deductive approach can be helpful to teach grammar lessons. However, it often causes frustration for some students as they feel that language learning is a process of learning the rules. So, it is important for teachers to utilize appropriate approach depending on students' level and age.

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