ORIGINAL RESEARCH PAPER

English

QUICKEST AND EASIEST PROCESS OF TEACHING GRAMMAR

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ABSTRACT

Effective methods on teaching Grammar have been adapted to achieve the best results in it. Few methods which were helpful for visual learners disappeared from modern teaching at least 30 years ago. Problems with certain grammatical rules are covered in a more structured lesson if there is a specific problem in it.

Students are expected to practice what they have just been shown in a mechanical way through worksheets and exercises after the lesson.

The key to master grammar is repetition as it helps the brain in remembering patterns.

Easy learning can be practiced by playing games.

Even adults are used to telling stories all the time be it to our colleagues or to our family, everything counts.

Introduction

One of the notoriously difficult languages to learn among speakers is English grammar. Different generations of teachers have been using various approaches to teaching Grammar to train literate English Writers. Creative methods and thoughts related to creativity were given way as a result of memorization-based techniques that relied on repetition, in the past. Today, more Effective methods on teaching Grammar have been adapted to achieve the best results in it.

Diagramming Sentences

Diagramming sentences, one of the oldest forms of teaching grammar first appeared in the 19th century. Visually mapping the structures of and relationship between different aspects of a sentence is what this method actually talks about. This method which was helpful for visual learners disappeared from modern teaching at least 30 years ago. Organization of the functions of a sentence in a way that illustrates the grammatical relationship between words in spite of visualizing sentences, from the Reed-Kellogg System to dependency grammar were used.

Learning through Writing

Learning through Writing is a method which is often being used in Schools in the U.S and Canada. This method involves creative writing and reading, picking up correct grammar usage along the way to encourage students to explore language in a better way. Problems with certain grammatical rules are covered in a more structured lesson if there is a specific problem in it. It had been emphasized that learning grammar by memorization does not work well and that students are better able to recognize and understand grammatical rules when lessons are more interactive.

Creative or personal writing exercises are important in achieving repeated practice in order to improve the writing skills. "Teachers in the 21st century should consider dropping outdated grammar teaching techniques in the early education and opt for learning through writing techniques" was suggested by this article, posted by "The Atlantic" to better equip future adult writers.

Inductive Teaching

Presenting several examples that illustrate a specific concept and expecting students to notice how the concept works from these examples is known as the Inductive Method of teaching grammar.

In this method, students learn to recognize the rules of grammar in a more natural way during their own reading and writing without any explanation of the concept being given beforehand.

Easier retention of the concept is being achieved by discovering grammar and visualizing how these rules work in a sentence than giving the students an explanation that is disconnected from examples of the concept.

The retention of grammar concepts is the main goal of the inductive teaching method with teachers using techniques that are known to work cognitively and make an impression on students' contextual memory.

Deductive Teaching

Instruction before practice involves the deductive method of teaching grammar. The students are given an in-depth explanation of a grammatical concept before they encounter the same grammatical concept in their own writing. Students are expected to practice what they have just been shown in a mechanical way through worksheets and exercises after the lesson.

As more post-secondary level students are revealing subpar literacy skills in adulthood, this type of teaching, though common, has many people-including teachers-rethinking such methods. The tediousness of rote learning and teacher-centered approaches drive many students away from writing, says one former teacher.

Interactive Teaching

Incorporating interactivity into lessons is another method of teaching grammar. Including games while teaching grammar helps the students engage themselves in remembering what they have learned. This method which includes different learning styles allows the teachers to tailor their lessons effectively. For instance, large flashcard with a word on it can be given to each student. While word puzzles or fun online quizzes are the other games which can be included.

Many methods have been developed over the years for teaching grammar with the same goal in mind as discussed earlier. Each method has its pros and cons because of the grammatical complexity of English. Few lessons require more in-depth explanation and practice while other lessons are likely to be remembered. A well-rounded understanding of English grammar is the most important factor in improving the literacy of students regardless of how grammar is taught.

Songs, stories and activities related to the topic to be taught are one of the stable methodologies to find a way to drive in grammar.

Songs

Repeating the exercises in grammar keeps the mind always active towards learning grammar. Songs are playing a vital role in this regard. Tenses songs and other interactive songs will help in a wider range to understand the patterns in grammar. Music, which helps in conveying feelings, emotions and letting the students sing the lyrics, allows them to learn a lot without even noticing it. Choosing a song according to what you want to teach is all you need to do.

"I say a little prayer for you" may be the one you are looking for if you want to work on the daily routine and the present tense for ESL students - Aretha franklin

Get ready with a worksheet to be given to your students. Filling gap activity, a matching up or lyrics to reorder can be practiced depending on the level of your students.

Get your students to listen to the beat, to sing if they know the song before handing over the worksheets to them.

Only then the worksheets must be given. Quizzing them on the tense that has been used in the song can be done after that.

Changing the tense and having your students sing the song can also be tried.

In order to avoid boredom, songs can be used to practice grammar to make it more fun.

Games

Easy learning can be practiced by playing games. Students love playing games irrespective of their level, ability or age. Motivational impact on learning is better achieved with games, which when instilled with competition helps in stimulating the students' mind. A feeling of community is created and reinforced in students by stimulating the importance of grammar through games. Playing has a double purpose in lessons as it helps in developing social skills. By practicing grammar the students will internalize the grammatical rules and use it in a real communicative context using games. The students can be taught with the availability of a variety of games.

Some of the games that can reinforce the use of language are as follows: Board races, card games, dice games, memorizing games, scrabble, bingo, role plays, gap-fill information tasks, detective games Games can be given a greater place and used in classes as warm-ups or plenary. A good communicative language production is developed by practicing specific grammar points and incorporating games in the PPP framework for lesson planning.

Games are being used by the teachers as a way to revise the prior knowledge. As mentioned earlier, it can be a little tricky if you skip some essential steps while playing games in a language classroom: Understanding how to play is the foremost step.

It is followed by demonstrating the need to the students on how to play it. It can be done either by asking a student to demonstrate for the rest of the class or by doing it yourself. It must be made sure that the students understand the point of it.

Some visual support for the students depending on the level and ability of your class are used to remind them of the grammatical points that they are about to practice. Then it gets them started with fun and learning hence, monitoring their production.

Story telling

It's a wrong belief that story telling is only valuable for children. Even adults are used to telling stories all the time be it to our colleagues or to our family, everything counts. Bringing grammar to our students in an authentic way is achieved by storytelling.

For example, using pictures to have them imagine the background of the story, predicting what is going to happen, stories or videos cut down in puzzles to reorder. Introducing a grammar point or reviewing some previously taught language must not be forgotten while choosing the type of activity for the students.

Conclusion

Teachers are familiar with correct grammar rules, it is to know them and to teach students effectively so that students will understand the rules and also apply them correctly.

My experienced teachers think, grammar shouldn't be taught "by the book" at least not in teaching English as a second language.

Students are not there to know all those. They don't want these rules; they're not interested in them but they want to learn English. They want to speak, read, and write in English.

ESL teachers should teach them essential grammar and give them what we need, rather than boring them to death with "the rules". It's actually quite simple: by teaching grammar in context through in fun ways.

By adopting few given techniques teachers (facilitators) may consol themselves that they have engaged the students to learn, to enjoy so as to understand Grammar.

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