

Teaching English grammar

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Abstract

This thesis explores various methods of teaching English grammar, shifting away from conventional techniques and toward more contextualized and communicative approaches. It investigates task-based learning, the efficacy of inductive and deductive approaches, and the incorporation of grammar into real-world language use. The study also examines how learner autonomy and technology might improve grammar acquisition.

Key words: prescriptive, descriptive, reference, formal, task-based, inductive and deductive

Grammar plays an important role in teaching and learning English. While I watch the video, I gain information about four types of grammar, such as prescriptive, descriptive, reference, and formal grammar. Prescriptive and descriptive grammar, according to this, are more relevant and appropriate in teaching students for new teachers. Prescriptive grammar mainly focuses on the traditional approach: what forms teachers should utilize, what functions they should follow, and how to use structures. This grammar helps to improve writing and speaking skills. Descriptive grammar refers to how to write and speak as a native English speaker. I think, learners can be free when they this grammar because there is not a right and wrong way to use language. As a learner, I would like to use both of these grammar types. Because proper language learning requires the use of forms, structures, and examples,

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According to Thornbury (1999), "grammar teaching has always been one of the most controversial and least understood aspects of language teaching." Considering this, adult learners tend to follow grammar rules when they use a language. In contrast, nowadays, teaching grammar is based on making examples, doing tasks, and creating rules by themselves. There are several methods to organize interesting lessons; in addition, creativity is important when using methods during lessons.

Accordingly, I consider the deductive and inductive ways of teaching grammar. In my experience, I utilize both methods of teaching in my classes. If I want to save our time effectively, I use deductive grammar in my lessons. However, students can discover grammar rules by doing exercises and practicing inductive grammar. When I teach my elementary-level classes, I pay attention to using inductive grammar in many cases. Moreover, I motivate my pupils by encouraging good grades and praising them. They make up sentences by themselves and do tasks; after that, they learn themes easily, which enhances their interests and knowledge.

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