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**TEACHING FOREIGN LANGUAGE GRAMMAR TO YOUNG
LEARNERS**

Bachelor's Degree

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ABSTRACT

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The research work to obtain the Bachelor Degree in the Specialty “014 Secondary Education (the English Language and Literature)”. – Rivne, RSUH. – 2024.

Supervisor of Studies – Larysa Gron.

The thesis deals with the problem of teaching foreign language grammar to young learners. The study investigated whether pupils who were taught grammar through the inductive approach would do better than those taught through the deductive approach.

In the work Learning Objective and Content of grammar teaching at Primary School have been investigated, methodological approaches to Grammar Teaching have been analyzed. The ways of motivating young learners to learn have been specified in the research.

In the second part of the research work the methodology of teaching English grammar in primary school has been developed. We have considered the Process of Teaching Grammar to Young Learners, have studied the ways of grammar presenting and explaining, have analyzed the most common difficulties in assimilating English Grammar, types of Exercises for Assimilation of Grammar have been developed.

The Research Methodology has been developed on a theoretical basis. The results of the experiment proved the hypothesis of the research.

The teacher should provide the motivation of learn English, encourage children to communicate and remember that the correction of errors in the early stages of a language course may foster the following negative aspects:

Key words: young learners, grammar competence, grammar skills, approaches to teaching grammar, teaching grammar strategies and techniques, motivation.

АНОТАЦІЯ

Панчук Софія. Навчання іншомовної граматики молодших школярів. – Дипломна робота на правах рукопису.

Наукова робота на здобуття ступеня «Бакалавр» за спеціальністю 014 «Середня освіта (Англійська мова і література)». – Рівне, РДГУ. – 2020.

Науковий керівник – Гронь Лариса Василівна.

У дипломній роботі висвітлюється проблема формування іншомовної граматичної компетенції молодших школярів.

Методична система роботи з формування англійськомовних граматичних навичок будувалась з урахуванням теоретично обґрунтованих передумов навчання іншомовної граматики.

У роботі досліджено мету та зміст навчання граматики у початковій школі, проаналізовані методичні підходи до навчання активного граматичного матеріалу, розглянуто роль мотиваційного чинника, який сприяє процесу навчання іноземної мови в цілому та ефективному формуванню граматичних навичок молодших школярів зокрема.

Запропоновані основні підходи до навчання іншомовного граматичного матеріалу в початковій школі, проаналізовані загальні труднощі засвоєння англійської граматики.

Ефективність запропонованої методики була перевірена експериментально. Аналіз результатів експериментальної перевірки в цілому підтвердив гіпотезу дослідження.

Ключові слова: молодші школярі, граматична компетенція, граматичні навички, підходи до навчання граматики, стратегії та прийоми навчання граматики, мотивація.

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INTRODUCTION

The topicality of the research. Teaching Grammar to young learners is not easy. The Learning Objective of grammar at primary school is to improve the speaking and writing skills of the learner. In addition, grammar can help them become a better communicator. Grammar studies the rules and structure of language, including parts of speech, sentence structure, and punctuation. That is why Learning Objectives are to recognize and identify parts of a sentence (subject and predicate), identify and use parts of speech, identify and apply rules for capitalization and punctuation, compose examples of grammar elements. In other words, the learners should acquire Grammatical Competence which may be defined as knowledge of, and ability to use, the grammatical resources of a language.

Many approaches have been proposed for grammar teaching and they have met with varying degrees of success and failure. We have briefly reviewed the treatment of grammatical explanations by some of the major methods (Grammar-Translation Approach, Lexical Approach, Direct Approach, Audio-Lingual Approach, Conscious Approach, Practical Approach, Structural Approach and Situational Approach) to show the variety of grammar teaching ways and techniques [5, 11, 14, 30]. Having compared all these approaches we came to the conclusion that the main difference in grammar teaching are the ways in which different approaches deal with grammar explanations and may help teachers in evaluating available materials. These are a deductive and an inductive approaches.

The deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied and the inductive approach starts with some examples from which a rule is inferred.

The object of the work is the process of grammar teaching young learners at the English lessons .

The subject of the work is to find out which instruction (inductive or deductive) gives better effect to improve students' ability in grammar.

Research Question: which instruction (inductive or deductive) gives better effect on students' grammar ability?

The purpose of this research was to identify a comparative study between teaching students using deductive and inductive approaches to improve students' ability in grammar.

The hypothesis of the research. There is no significant difference between inductive and deductive approaches in improving students' grammar ability.

The Objects of the Research are follows:

- to study different approaches of grammar teaching;
- to identify the most effective approaches of grammar learning;
- to identify factors influencing motivation;
- to use ways of grammar teaching on the assignments;
- to develop Research Methodology.

The research methods: analysis, synthesis, classroom observation, learning the teachers' experience, experiment.

The theoretical significance of the research is to support the existing theories of approaches in teaching grammar, especially by applying inductive and deductive instruction.

The practical value of this study is to give some insights and information on the use of deductive and inductive approach in teaching grammar and to provide English teacher a better approach to teach grammar for students. This research can be used in English lessons and in the process of learning English. Learning grammar is an important and significant part of the learning process, especially on a regular and well-planned basis.

The approbation of the research. The research results were announced at the V-th All-Ukrainian Scientific Practical Conference "Actual Problems of Modern Foreign Language Philology" of Rivne State University of the Humanities (20th May 2024, Rivne).

Work structure: the research work consists of an introduction, two sections, conclusions and a list of references, which consists of 32 sources.

CHAPTER 1

THEORETICAL BASIS OF GRAMMAR TEACHING TO YOUNG LEARNERS

1.1. Learning Objective and Content of Grammar Teaching at Primary School

The Learning Objective of grammar at primary school is to improve the speaking and writing skills of the learner. In addition, grammar can help them become a better communicator. Grammar studies the rules and structure of language, including parts of speech, sentence structure, and punctuation. That is why Learning Objectives are to recognize and identify parts of a sentence (subject and predicate), identify and use parts of speech, identify and apply rules for capitalization and punctuation, compose examples of grammar elements.

In order to understand a language and to express oneself correctly one must assimilate the grammar mechanism of the language studied. Indeed, one may know all the words in a sentence and yet fail to understand it, if one does not see the relation between the words in the given sentence. And vice versa, a sentence may contain one, two, and more unknown words but if one has a good knowledge of the structure of the language one can easily guess the meaning of these words or at least find them in a dictionary.

No speaking is possible without the knowledge of grammar, without the forming of a grammar mechanism.

If learner has acquired such a mechanism, he can produce correct sentences in a foreign language. By something we mean a speaker of English. If you speak English natively, you have built into you rules of English grammar. In a sense, you are an English grammar. You possess, as an essential part of your being, a very complicated apparatus which enables you to produce infinitely many sentences, all English ones, including many that you have never specifically learned. Furthermore by applying you rule you can easily tell whether a sentence that you hear a grammatical English sentence or not.”

Grammar is sometimes defined as ‘the way words are put together to make correct sentences’. This is, as we shall see presently, an over-simplification, but it is a good starting-point (and an easy way to explain the term to young learners). Thus in English “I am a teacher” is grammatical, *I a teacher*, and *I are a teacher* are not.

One possible definition might be: Grammar is a set of rules that define how words (or parts of words) are combined or changed to form acceptable units of meaning within a language [21].

However, grammar has not always been defined in these terms. Originally, the term grammar, *grammatica*, referred to the art of writing. As used today by many teachers and learners, grammar is loosely understood to be a set of rules that govern language, primarily its morphology and syntax. But morphology and syntax are only two components of grammar. Communicative language teaching has brought a renewed emphasis on the role that semantics plays in the definition of language. Communicative language teaching is fundamentally concerned with ‘making meaning’ in the language, whether by interpreting someone else’s message, expressing one’s own, or negotiating when meaning is unclear.

Viewing grammar with all of its components helps us as language teachers understand the complexity of what it means to know the grammar of a language. Clearly, the goal of language learning in the communicative classroom is for learners to acquire the grammar of the second language in its broadest sense, to enable them to understand and make meaning; that is, to become proficient users of the second language.

Research and experience have shown that explicit teaching of grammatical rules, even if we were able to formulate them all, does not produce such competence” [7, 20, 25, 27].

Grammar, then, may furnish the basis for a set of classroom activities during which it becomes temporarily the main learning objective. But the key word here is **temporarily**. The learning of grammar should be seen in the long term as one of the **means** of acquiring a thorough mastery of the language as a whole, not as an

end in itself. Thus, although at an early stage we may ask our students to learn a certain structure through exercises that concentrate on virtually meaningless manipulations of language, we should quickly progress to activities that use it meaningfully. And even these activities will be superseded eventually by general fluency practice, where the emphasis is on successful communication, and any learning of grammar takes place only as incidental to this main objective [34, 36].

Context is what surrounds a word or piece of text. Context can be used to understand words which people do not know the meaning of. In print, a word, phrase or sentence has other text around it. This helps the reader to understand the piece in question. In speech, the social setting as well as the language help the listener to understand what is said.

Something like: “You can take it whenever you need to” might refer to almost anything. However, if it is said by a doctor to a patient, then the context is clear, and the listener can guess it refers to some kind of medication. So the context is what goes with a text (written or spoken) which helps the reader (or listener) understand the communication.

However, to understand what is really going on, we may need to go beyond what is said or written. A simple phrase, such as “I hate you” can mean exactly the opposite. All kinds of clues are needed to understand what has been said. Along with verbal communication comes non-verbal communication.

Thus, pupils need grammar to be able to aude, speak, read, and write in the target language.

Before speaking about the selection of grammar material it is necessary to consider the concept “grammar”, i.e., what it meant by “grammar”.

Grammar is sometimes defined as ‘the way words are put together to make correct sentences’. This is, as we shall see presently, an over-simplification, but it is a good starting-point (and an easy way to explain the term to young learners). Thus in English “I am a teacher” is grammatical, *I a teacher*, and *I are a teacher* are not.

One possible definition might be: Grammar is a set of rules that define how words (or parts of words) are combined or changed to form acceptable units of meaning within a language [29].

By grammar also one can mean adequate comprehension and correct usage of words in the act of communication, that is, intuitive knowledge of the grammar of the language. It is a set of reflexes enabling a person to communicate with his associates. Such knowledge is acquired by a child in the mother tongue before he goes to schools.

Grammatical competence maybe defined as knowledge of, and ability to use, the grammatical resources of a language.

This “grammar” functions without the individual’s awareness of technical nomenclature; in other words, he has no idea of the system of the language, and to use all the word-endings for singular and plural, for tense, and all the other grammar rules without special grammar lessons only due to the abundance of a hearing and speaking. His young mind grasps the facts and “makes simple grammar rules” for arranging the words to express various thoughts and feelings. This is true because sometimes little children make mistakes by using a common rule for words to which that rule cannot be applied. For example, a little English child might be heard to say **Two mans comed** instead of **Two men come**, because the child is using the plural “s” rule for **man** to which the rule does not apply, and the past tense –**ed** rule for **come** which does not obey the ordinary rule for the past tense formation.

By “grammar” we also mean the system of the language, the discovery and description of the nature of language itself. It is not a natural grammar, but a constructed one. There are several constructed grammars: traditional, structural, and transformational grammars. Traditional grammar studies the forms of words (morphology) and how they are put together in sentences (syntax); structural grammar studies structures of various levels of the language (morpheme level) and syntactic level; transformational grammar studies basic structures and transformation rules.

What we need is simplest and shortest grammar that meets the requirements of the school syllabus in foreign languages. This grammar must be simple enough to be grasped and held by any pupil. We cannot say that this problem has been solved.

Since graduates are expected to acquire language proficiency in aural comprehension, speaking and reading grammar material should be selected for the purpose. There exist principles of selecting grammar material both for teaching speaking knowledge (active minimum) and for teaching reading knowledge (passive minimum), the main one is the principle of frequency, i.e., how frequently this or that grammar item occurs. For example, the Present Simple (Indefinite) is frequently used both in conversation and in various texts. Therefore it should be included in the grammar minimum.

For selecting grammar material for reading the principle of polysemia, for instance, is of great importance [18].

Pupils should be taught to distinguish such grammar items which serve to express different meanings.

Plurals of nouns
The 3d person singular of Present Simple (Indefinite)
For example, -s (es)
The selection of grammar material involves choosing the appropriate kind of linguistic description, i.e., the grammar which constitutes the best base for developing speech habits. Thus the school syllabus reflect a traditional approach to determining grammar material for foreign language teaching, pupils are given sentences patterns or structures, and through these structures they assimilate the English language, acquire grammar mechanisms of speech.

When students know the benefits of learning grammar, they will be more invested in the process. Knowledge of grammar will help students improve reading, writing, and communication skills and support students in effective self-expression no matter what and for whom they are writing—both now and in the future. When students have a strong understanding of grammar, their reading will be stronger, their comprehension is increased, and they are able to comprehend

more complex text. Grammar learning makes students' writing clearer. As students develop grammar skills, they will see their communication become more effective and more personal. And as better readers, writers, listeners and speakers, students will have more success, both in the classroom and beyond, into college and careers.

General Objectives of Teaching Grammar

Teaching grammar is not a means to an end but instead deeply connected to reading and writing. There is a strong relationship among grammar, writing instruction, and student achievement. Teaching grammar explicitly and integrated with reading and writing will help students expand their repertoire of writing strategies, gain control of written and spoken language, develop their writing style, think creatively, improve comprehension, and ultimately help them succeed in school and on assessments [7]. Key features of Grammar Goals include: Clearly contextualised language with interactive grammar boxes to clarify meaning. Carefully graded exercises (good for mixed-ability classes) build confidence and accuracy. Development of critical thinking, learning to learn and social and interpersonal skills.

Grammar instruction is an essential component of literacy instruction, and it is most effective to implement using an intentional, research-based scope and sequence [34]. Integrating grammar instructionally ensures it is an internal part of the way that students read and write, and a “habit of mind.” Students need multiple and various exposures to correct grammar for mastery. Ideally, teachers can find time for 2 to 3 mini grammar lessons a week with application opportunities.

Grammar should be taught systematically and in the context of reading and writing, often, and in response to student writing. To be responsive to the students in the classroom, teachers can look for patterns in student writing and identify conventions that students are using correctly or incorrectly and respond with appropriate and explicit lessons on grammar, usage, and mechanics. Grammar can be integrated into writing instruction during the revising and editing stages,

enabling students to learn the conventions of standard written English in meaningful ways, especially in middle and high school.

Grammar instruction is appropriate in elementary, middle school, and high school. Specific objectives and standards at each grade vary, as will instruction, but the approach and the major goals remain the same for students at all grade levels.

In elementary school (Grades 1–4), grammar instruction entails helping students communicate their written message with clarity and correctness so that students can make appropriate choices about grammar, usage, and mechanics to improve their writing.

Another component of teaching grammar content is psychological one. Grammar skills are meant by psychological component. To develop one's speech means to acquire essential patterns of speech and grammar patterns in particular. Children must use these items automatically during speech-practice. The automatic use of grammar items in our speech (oral and written) supposes mastering some particular skills – the skills of using grammar items to express one's own thoughts, in other words to make up your sentences.

We must get so-called reproductive or active grammar skills.

A skill is treated as an automatic part of awareness. Automatization of the action is the main feature of a skill.

The nature of Automatization is characterized by that psychological structure of the action which adapts to the conditions of performing the action owing frequent experience [29]. The action becomes more frequent, correct and accurate and the number of the operations is shortened while forming the skill the character of awareness of the action is changing, i.e. fullness of understanding is paid to the conditions and quality of performing to the control over it and regulation.

To form some skills is necessary to know that the process of the forming skills has some steps.

Only some definite elements of the action are automatic. The Automatization occurs under more difficult conditions, when the child can't concentrate his

attention on one element of the action. The whole structure of the action is improved and the automatization of its separate components is completed.

What features do the productive grammar skills have?

During our speech the reproductive grammar skills are formed together with lexis and intonation, they must express the speaker's intentions.

The actions in the structural setting of the lexis must be learnt.

The characteristic feature of the reproductive grammar skills is their flexibility [10]. It doesn't depend on the level of Automatization, i.e. on perfection of skill here mean the original action: both the structure of sentence, and forms of the words are reproduced by the speaker using different lexical material. If the child reproduces sentences and different words, which have been learnt by him as "a ready-made thing" he can say that there is no grammar skill. Learning the ready-made forms, word combinations and sentences occurs in the same way as learning lexis.

The grammar skill is based on the general conclusion. The grammar action can and must occur only in the definite lexical limits, on the definite lexical material. If the pupil can make up his sentence frequently, accurately and correctly from the grammatical point of view, he has got the grammar skill [9].

Teaching grammar at school using the theoretical knowledge brought some critical and led to confusion. All the grammatical rules were considered to be evil and there were some steps to avoid using them at school.

But when we learn grammatical items in models we use substitution and such a type of training gets rid of grammar or "neutralizes" it. By the way, teaching the skills to make up sentences by analogy is a step on the way of forming grammar skills. It isn't the lexical approach to grammar and it isn't neutralization of grammar, but using basic sentences in order to use exercises by analogy and to reduce number of grammar rules when forming the reproductive grammar skills.

To form the reproductive grammar skills we must follow such steps:

Selection the model of sentence. Selection the form of the word and formation of wordforms. Selection the auxiliary words-preposition, articles, and etc. and their combination with principle words [12].

In that case we use basic sentences, in order to answer the definite situation. The main factor of the forming of the reproductive grammar skill is that pupils need to learn the lexis of the language. They need to learn the meanings of the words and how they are used. We must be sure that our pupils are aware of the vocabulary they need at their level and they can use the words in order to form their own sentence. Each sentence contains a grammar structure. The mastering the grammar skill lets pupils save time and strength, energy, which can give opportunity to create. Learning a number of sentences containing the same grammatical structure and a lot of words containing the same grammatical form isn't rational. But the generalization of the grammar item can relieve the work of the mental activity and let the teacher speed up the work and the children realize creative activities. The main difficulty of the reproductive (active) grammar skills is to correspond the purposes of the statement, communicative approach (a question

The process of creation is connected with the mastering of some speech stereotypes the grammatical substrat is hidden in basic sentences [13]. Grammar is presented as itself. Such a presentation of grammar has its advantage: the grammar patterns of the basic sentences are connected with each other. But this approach gives pupils the opportunity to realize the grammar item better. The teaching must be based on grammar explanations and grammar rules. Grammar rules are to be understood as a special way of expressing communicative activity

The automatic perception of the text supposes the reader to identify the grammar form according to the formal features of words, word combinations, sentences which must be combined with the definite meaning. One must learn the rules in order to identify different grammatical forms. Pupils should get to know their features, the ways of expressing them in the language. We teach children to

read and aud by means of grammar. It reveals the relation between words in the sentence. Grammar is of great important when one teaches reading and auding.

The forming of the perceptive grammar and reproductive skills is quite different. The steps of the work is mastering the reproductive skills differ from the steps in mastering the perceptive skills. To master the reproductive grammar skills one should study the basic sentences or models. To master the perceptive grammar skills one should identify and analyze the grammar item. Though training is of great importance to realize the grammar item.

1.2. Methodological Approaches to Grammar Teaching

The grammatical systems of Ukrainian and English are fundamentally different. English is an analytical language, in which grammatical meaning in largely expressed through the use of additional words and by changes in word order. Ukrainian is a synthetic language, in which the majority of grammatical forms are created through changes in the structure of words, by means of a developed system of prefixes, suffixes and ending [11].

No one knows exactly how people learn languages although a great deal of research has been done into the subject [14]. Many approaches have been proposed for the teaching a foreign language and they have met with varying degrees of success and failure.

We shall briefly review the treatment of grammatical explanations by some of the major methods. This is not meant to be an exhaustive study of all available methods; rather it is an attempt to show the variety of ways in which different methods deal with grammar explanations and may help teachers in evaluating available materials.

We shall examine the main modern methods of Grammar Teaching.

First of all, here are two important definitions:

- 1) □ a **deductive** approach starts with the presentation of a rule and is followed by examples in which the rule is applied;
- 2) an **inductive** approach starts with some examples from which a rule is inferred.

An example of deductive learning might be that, on arriving in a country you have never been to before, you are told that as a rule people rub noses when greeting one another, and so you do exactly that.

An example of inductive learning would be, on arriving in this same country, you observe several instances of people rubbing noses on meeting so you conclude that this is the custom, and proceed to do likewise. In place of the terms **deductive** and **inductive**, it may be easier to use the terms **rule-driven learning** and **discovery learning** respectively.

It is important to stress that the deductive method is not necessarily dependent on translation. In fact, many popular student grammar practice books adopt a deductive approach, with all their explanations and exercises in English.

Advantages of a deductive approach:

- 1) It gets straight to the point, and can therefore be time-saving. Many rules – especially rules of form can be more simply and quickly explained than elicited from examples. This will allow more time for practice and application.
- 2) It respects the intelligence and maturity of many – especially adult – students, and acknowledges the role of cognitive processes in language acquisition.
- 3) It confirms many students' expectations about classroom learning, particularly for those learners who have an analytical learning style.
- 4) It allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.

Disadvantages of a deductive approach:

- 1) Starting the lesson with a grammar presentation may be off-putting for some students, especially younger ones. They may not have sufficient **metalinguage** (i.e. language used to talk about language such as grammar terminology). Or they may not be able to understand the concepts involved.
- 2) Grammar explanation encourages a teacher-fronted, transmission-style classroom; teacher explanation is often at the expense of student involvement and interaction.

3) Explanation is seldom as memorable as other forms of presentation, such as demonstration. □ Such an approach encourages the belief that learning a language is simply a case of knowing the rules.

Rules and Explanations

Many of the pros and cons of a rule-driven approach hinge on the quality of the actual rule explanation. This in turn depends on how user-friendly the rule is.

What makes a rule a good rule? Michael Swan [], author of teachers' and students' grammars, offers the following criteria:

- **Truth:** Rules should be true. While truthfulness may need to be compromised in the interests of clarity and simplicity, the rule must bear some resemblance to the reality it is describing.

- **Limitation:** Rules should show clearly what the limits are on the use of a given form. For example, to say simply that we use *will* to talk about the future is of little use to the learner since it doesn't show how *will* is different from other ways of talking about the future (*e.g. going to*).

- **Clarity:** Rules should be clear. Lack of clarity is often caused by ambiguity or obscure terminology.

For example: *'Use "will" for spontaneous decisions; use "going to" for premeditated decisions.'* To which a student responded, *'All my decisions are premeditated'*.

- **Simplicity:** Rules should be simple. Lack of simplicity is caused by overburdening the rule with subcategories and sub-sub-categories in order to cover all possible instances and account for all possible exceptions. There is a limit to the amount of exceptions a learner can remember.

- **Familiarity:** An explanation should try to make use of concepts already familiar to the learner. Few learners have specialised knowledge of grammar, although they may well be familiar with some basic terminology used to describe the grammar of their own language (*e.g. conditional, infinitive, gerund*). Most learners have a concept of tense (*past, present, future*), but will be less at home with concepts such as deontic and epistemic modality, for example.

• **Relevance:** A rule should answer only those questions that the student needs answered. These questions may vary according to the mother tongue of the learner. For example, Arabic speakers, who do not have an equivalent to the present perfect, may need a different treatment of this form than, say, French speakers, who have a similar structure to the English present perfect, but who use it slightly differently.

A lot depends on the teacher's presentation of the rule. An effective rule presentation will include the following features:

- □ it will be illustrated by examples
- □ it will be short
- □ students' understanding will be checked
- students will have an opportunity to personalize the rule.

There are basically two ways in which a learner can achieve understanding of it rule, the **deductive** (rule-driven) path and the **inductive** (rule-discovery) path [15]. In the former, the grammar rule is presented and the learner engages with it through the study and manipulation of examples. In an inductive approach, on the other hand, without having met the rule, the learner studies examples and from these examples derives an understanding of the rule. Both approaches can, of course, lead on to further practice of the rule until applying it becomes automatic.

Pros and cons of an inductive approach

What are the advantages of encouraging learners to work rules out for themselves?

- 1) Rules learners discover for themselves are more likely to fit their existing mental structures than rules they have been presented with. This in turn will make the rules more meaningful, memorable, and serviceable.
- 2) The mental effort involved ensures a greater degree of **cognitive depth** which, again, ensures greater memorability.
- 3) Students are more actively involved in the learning process, rather than being simply passive recipients: they are therefore likely to be more attentive and more motivated.

4) It is an approach which favours pattern-recognition and problem-solving abilities which suggests that it is particularly suitable for learners who like this kind of challenge.

5) If the problem-solving is done collaboratively, and in the target language, learners get the opportunity for extra language practice.

5) Working things out for themselves prepares students for greater self-reliance and is therefore conducive to learner **autonomy**.

The disadvantages of an inductive approach include:

1) The time and energy spent in working out rules may mislead students into believing that rules are the objective of language learning, rather than a means.

2) The time taken to work out a rule may be at the expense of time spent in putting the rule to some sort of productive practice.

3) Students may hypothesise the wrong rule, or their version of the rule may be either too broad or too narrow in its application: this is especially a danger where there is no overt testing of their hypotheses, either through practice examples, or by eliciting an explicit statement of the rule.

4) It can place heavy demands on teachers in planning a lesson. They need to select and organise the data carefully so as to guide learners to an accurate formulation of the rule, while also ensuring the data is intelligible.

5) However carefully organised the data is, many language areas such as aspect and modality resist easy rule formulation.

6) An inductive approach frustrates students who, by dint of their personal learning style or their past learning experience (or both), would prefer simply to be told the rule [17].

Research findings into the relative benefits of deductive and inductive methods have been inconclusive. Short term gains for deductive learning have been found, and there is some evidence to suggest that some kinds of language items are better “given” than “discovered”. Moreover, when surveyed, most learners tend to prefer deductive presentations of grammar. Nevertheless, once exposed to inductive approaches, there is often less resistance as the learners see

the benefits of solving language problems themselves. Finally, the autonomy argument is not easily dismissed: the capacity to discern patterns and regularities in naturally occurring input would seem to be an invaluable tool for self-directed learning, and one, therefore, that might usefully be developed in the classroom

Beginners' Guide to The Lexical Approach

The term “teaching lexically” was coined by Hugh Dellar and Andrew Walkley, coursebook writers (*Innovations, Outcomes*) and teacher trainers (LexicalLab), who have proudly taken over from the retired Michael Lewis as torch bearers of the Lexical approach. In this “Beginners' Guide To The Lexical Approach” I outline the main principles of the lexical approach, the way I see it, and highlight key figures in the history of the Lexical Approach and its main proponents today.

Principle 1: Ban single words

Words are never – well, almost never – used alone. I can think of only a handful of words that can be used on their own: *Hurry! Silence..., Tragic.*

But most of the time words are used in company of other words. So why record them alone? Why teach ‘*accident*’ only to find that a minute later your students say ‘**He made an accident*’, when you can teach ‘*have an accident*’? Or why write on the board ‘*deprived*’ and its definition or L1 translation, when you can immediately provide the nouns it often goes with: ‘*deprived area / childhood / background*’ Make a habit of writing new words on the board with other words that surround them and encourage your students to do the same in their notebooks. Ideally, write whole phrases or sentences to illustrate how a word is used:

Have you done your homework?

They are investigating the murder of...

That's it. I'm drawing the line.

If time doesn't permit, write at least two words together:

do homework

investigate the murder (of)

intense workout

heavy rain

Remember: collocations – and not individual words – are minimum units of meaning.

Principle 2: English word ≠ L1 word

You should try to reduce students' reliance on word for word translation. For example, I refuse to answer the following questions:

What does (English word) mean? Or How do you say (L1 word) in English?

Because it, of course, depends on what this word means in a given context and what the student wants to say.

If you use translation in class, get students to translate whole phrases or collocations. For example, get students translate “*soft*” in the “collocation fork” below. [“Collocation fork” is a useful way of recording collocations when you want to elaborate on possible uses of a word. Draw it on the board and make sure students copy it into their vocabulary notebooks. Slowly they will get used to this recording format. Do they always end up with the same word in their L1?

Voice soft skin drink

Similarly, translation of “*abuse*” would probably be different depending on the adjective it goes with: *physical, verbal abuse, drug*

And do ‘*mild cheese, mild injuries*’ and ‘*mild sentence*’ correspond to the same “*mild*” in your students’ L1? I bet you’ll find that, with the exception of scientific terms (e.g. *appendicitis*), there is NO word for word correspondence between semantic fields of L1 and L2 words.

Principle 3: Explain less – explore more

Let’s face it. We, teachers, love explaining. After all, if we don’t, it seems like we aren’t fulfilling our role and students’ expectations. But many things in English (or any other language for that matter) simply cannot be explained. There is no reason why we say ‘*heavy rain*’ and not ‘**hard rain*’, why buildings can be described as both ‘*tall*’ and ‘*high*’, but people can only be ‘*tall*’, and how come if we can ‘*look*’,

‘stare’ and ‘gaze’ at people, we can ‘look at’ but not ‘*gaze at’ a problem. Why not? If I’ve been looking at it for a long time!

By constantly explaining and giving students – often dodgy – “rules”, we actually do them a disservice. Instead of handing students the answers on a plate, invite them on a journey of linguistic discovery. And remind them that language is an organism not a mechanism; and many things in language cannot be explained because... that’s the way it is!

How can foster a culture of lexical exploration in the classroom? Encourage students to ask questions about how words are used. Get them to look at the examples (and not only definitions!) in an online dictionary or show them concordances with the target word. Arouse their curiosity about language. You’ll know that you’ve succeeded when students start asking you not only “*What does the word ‘mild’ mean?*” but: *What else can be “mild”?* or *Can we say “a mild punishment”?*

Principle 4: Pay attention to what students (think they) know

This is important for two reasons. If students know ‘take’ and ‘place’, does it mean they know ‘take place’? Or if they are familiar with both ‘play’ and ‘host’, does it mean they will understand the meaning of ‘play host (to)’? What about ‘make do’ (as in “*it’ll make do for now*”)?

The meaning of many multi-word units cannot be determined from individual words they are comprised of (these are known as noncompositional lexical units). Secondly, there are many collocations, whose meaning is semantically transparent (i.e. compositional collocations) which is precisely the reason why students fail to “notice” them and later have difficulty incorporating into their own lexicon, such as ‘take a photo’ or ‘do homework’ (students often produce ‘*make’ in these combinations).

Also, interestingly, many expressions in English (whether compositional or not) consist of the most common words such as: ‘get, do, come, well, fall’ etc.

I’m running late it has nothing to do with...

I’m coming down with something

get a grip

lose your cool

make ends meet

do well in...

have a word with...

don't get me wrong

Advanced level students overlook these, paying more attention instead to long, sophisticated words such as “dejectedly” and “amenable”. But revisiting the words they already know and exploring new meanings associated with them (by virtue of new collocations) they can actually get more mileage, i.e. improve their fluency and naturalness of expression.

Lexical Approach with Young Learners: Teaching Grammar

When children just start learning a foreign language, they deal with a lot of chunks without paying too much attention to grammar. ‘*How are you?*’, ‘*It’s raining*’, ‘*I went to the shop...*’ come out naturally.

However, as learners get older they tend to memorise less. Teenagers need to use their analytical thinking and break up the language they meet into bits. Here comes the great and powerful Grammar which, as lexical approach says, should always start with the exploitation of lexical items.

In today’s research, we’ll take a look at how some principles of lexical approach can be used while teaching grammar [19]:

Make students notice patterns

You can start with just a single word. Let’s take the word ‘*generous*’. After introducing an example like ‘*They **have been** extremely generous to the church, now the renovation is possible,*’ why don’t you stop for a moment and ask your teens about their ideas of the forms used in this sentence? Some general elicitation techniques and questions like ‘Do you think it’s about the present, past, or future?’ or just ‘What tense is it here? Why?’ never get old. The more patterns like this they notice, the easier Present Perfect will seem when they come to it.

When you practise structures like ‘I’m fond of...’ or ‘I’m good at...’, you can draw teens’ attention to the form and ask for their ideas of why it is used. If they get the idea of ‘-ing-after-prepositions’ now, they might not struggle with it later when an overwhelming number of rules come up in the topic of gerund and infinitive.

The order **word -> example -> grammar pattern** can be used for proper and detailed teaching of some new grammar. But more importantly, it will help students collect enough examples of grammar in use.

Teach grammar as chunks

You don’t always have to introduce your teens to ‘gerund-after-preposition’ thing to teach them ‘we use it for +Ving’ structure for describing some objects. Some pieces of language, especially at lower levels, should be taken for granted and put into practice as they are.

While playing a game like “Alias” or “Taboo”, teach teens some structures like the following:

It’s made + Noun.

We use it for + Ving.

It can be + V3... (e.g. It can be bought in a pet shop / It can be eaten for breakfast)

Provided that we play such games quite often, these grammar structures will be learnt fast. Not without your help, of course.

As well, when the time to teach Present Continuous for future arrangements comes, it will be way easier if your teens are already used to the phrase ‘I’m +Ving’ to tell about their plans for tonight. Students can experience and understand grammar without knowing the rule in all the details.

Expand examples horizontally and vertically

Most grammar exercises from coursebooks focus on single sentences which drill the same structure.

However, in real life we don’t usually end up with a conversation like:

-Have you ever been to China?

-No, I haven’t.

When we talk, we usually add comments, react to other people words, or explain what we mean. Why don't you develop a two-line dialogue a bit? There are two types of such development which are mentioned by Hugh Dellar in his "Teaching Lexically".

Horizontal development focuses on what might be said before or after the target phrase by the same speaker. For instance, ask your students to go on with the question and add one more idea of theirs:

-Have you ever been to China? I'm asking because ...

-Have you ever been to China? I'm going next week, I need a piece of advice.

-Have you ever been to China? You know so much about this country!

Vertical development is about another speaker and his phrases before or after the main one.

-Have you ever been to China?

-No, but I'd love to.

-Yes, but I didn't like it there.

-Yes, that's amazing.

-No, and you?

All the examples above will help your teens get a better understanding of '...happened in the past, but the exact time it happened is not important. It has a relationship with the present'. In this way, you can not just drill the tense, but also construct some meaningful dialogues and teach extra vocabulary they find useful.

Encourage re-grammaring

After grammar input, drills and exercises, ask students to re-grammar a dialogue they've been working with. Here's a simple version:

What / you / do / tonight?

I / just / go home / relax. You?

I / to my Spanish class.

Oh. How long / you / do that?

Not / long. six.

(taken from Hugh Dellar workshop)

Include extra input in correction

When you check the answers and give feedback, you can add some more collocations – and write fully grammaticalized, whole-sentence examples for some of them which you find the most useful.

All in all, YES, your students will get the things wrong. SURE, they will make mistakes. OF COURSE, you might be sick and tired of building a lesson around a couple of words. But one thing sure – you'll be surprised with how memorable your lexical approach lessons will be for them and how much the speaking skills of even the most silent students will be boosted.

Are you on the lexical wave already? []

The place of grammar in the teaching of foreign languages is controversial. Most people agree that knowledge of a language means, among other things, knowing its grammar, but this knowledge may be intuitive (as it is in our native language), and it is not necessarily true that grammatical structures need to be taught as such, or that formal rules need to be learned.

We shall briefly review the treatment of grammatical explanations by some of the major methods. This is not meant to be an exhaustive study of all available methods; rather it is an attempt to show the variety of ways in which different methods deal with grammar explanations and may help teachers in evaluating available materials.

Grammar translation approach is associated with formal rule statement. Learning proceeds, deductively, and the rule is generally stated by the teacher, in a textbook, or both. Traditional abstract grammatical terminology is used. Drills include translation into native language [20].

The direct approach is characterized by meaningful practice and exclusion of the mother tongue. This method has had many interpretations, some of which include an analysis of structure, but generally without the use of abstract grammatical terminology [16].

The audio-lingual method stresses an inductive presentation with extensive pattern practice. Writing is discouraged in the early stages of learning a structure.

Here again, there has been considerable variation in the realization of this approach. In some cases, no grammatical explanation of any kind is offered. In other, the teacher might focus on a particular structure by isolating an example on the board, or through contrast. When grammatical explanation is offered it is usually done at the end of the lesson as a summary of behavior (Politzer, 1965), or in later versions of this method the rule might be stated in the middle of the lesson and followed by additional drills.

Each method is realized in techniques. By a technique we mean an individual way in doing something, in gaining a certain goal in teaching learning process. The method and techniques the teacher should use in teaching children of the primary school is the direct method, and various techniques which can develop pupils' listening comprehension and speaking. Pupils are given various exercises, connected with the situational use of words and sentence patterns.

Conscious approach [14] means that in sentence patterns teaching points are determined so that pupils can concentrate their attention on some elements of the pattern to be able to use them as orienting points when speaking or writing the target language. For example, I can see a book. I can see many books.

The teacher draws pupils' attention to the new element in the form of a rule, a very short one. It is usually done in the mother tongue. For example: Памятай, що у множині до іменника додається закінчення $-s$ [s,z] або $-es$ [IZ]. Or: Памятай, що у заперечних реченнях ставиться допоміжне дієслово "do not" ("does not"). The rule helps the learner to understand and to assimilate the structural meaning of the elements. It ensures a conscious approach to learning. This approach provides favourable conditions for the speedy development of correct and more flexible language use. However it does not mean that the teacher should ask pupils to say this or that rule, Rules do not ensure the mastery of the language. They only help to attain the practical goal. If a pupil can recognize and employ correctly the forms that are appropriate, that is sufficient. When the learner can give ample proof of these abilities we may say that he has fulfilled the syllabus requirements.

Conscious learning is also ensured when a grammar item is contrasted with another grammar item which is usually confused. The contrast is brought out through oppositions. For example:

1) The Present Simple is contrasted with the Present Progressive.

I get up at 7 o'clock.

It's 7 o'clock. I am getting up.

2) The Present Perfect is contrasted with the Past Simple.

He has come.

He came an hour ago.

3) The indefinite article is contrasted with the definite article.

Give me a book (to read into the train).

Give me the book (you have promised),

4) The zero article is contrasted with the definite article.

I like soup (more than any other food).

I like the soup (you have cooked). Rule for the teacher:

The teacher should realize difficulties the sentence pattern presents for his pupils. Comparative analysis of the grammar item in English and in Russian or within the English language may be helpful. He should think of the shortest and simplest way for presentation of the new grammar item. The teacher should remember the more he speaks about the language the less time is left to practice. The more the teacher explains the less his pupils understand what he is trying to explain, this leads to the teacher giving more information than is necessary, which does not help the pupils in the usage of this particular grammar item, only hinders them.

Practical approach [12] means that pupils learn those grammar items which they need for immediate use either in oral or written language. For example, from the first steps of language learning pupils need the Possessive Case for objects which belong to different people, namely, Mike's textbook, Ann's mother, the girl's doll, the boys' room, etc. The teacher masters grammar through performing various exercises in using a given grammar item.

According to *Structural approach* [13] Grammar items are introduced and drilled in structures or sentence patterns.

It has been proved and accepted by the majority of teachers and methodologists that whenever the aim to teach pupils the command of the language, and speaking in particular, the structural approach meets the requirements.

Pupils are taught to understand English when spoken to and to speak it from the very beginning. This is possible provided they have learned sentence patterns and words as a pattern and they know how to adjust them to them to the situations they are given.

In our country the structural approach to the teaching of grammar attracted the attention of many teachers. As a result structural approach to grammar teaching has been adopted by our schools since it allows the pupil to make up sentences by analogy, to use the same pattern for various situations. Pupils learn sentence patterns and how to use them in oral and written language.

Rule for the teacher:

- 1) The teacher should furnish pupils with words to change the lexical (semantic) meaning of the sentence pattern so that pupils will be able to use it in different situations.
- 2) The teacher should assimilate the grammar mechanism involved in sentence pattern and not the sentence itself.

Situational approach. Pupils learn a grammar item used in situations. For example, the Possessive Case may be effectively introduced in classroom situations. The teacher takes or simply touches various things and says This is Nina's pen; That is Sasha's exercise-book, and so on.

Rule for the teacher:

The teacher should select the situations for the particular grammar item he is going to present. He should look through the textbook and other teaching materials and find those situations which can ensure comprehension and the usage of the item.

While preparing for the lesson at which a new grammar item should be introduced, the teacher must realize the difficulties pupils will meet in assimilating this new element of the English grammar. They may be of three kinds: difficulties in form, meaning, and usage. The teacher thinks of the ways to overcome these difficulties: how to convey the meaning of the grammar item either through situations or with the help of the mother tongue; what rule should be used; what exercises should be done; their types and number. Then he thinks of the sequence in which pupils should work to overcome these difficulties, i.e., from observation and comprehension through conscious imitation to usage in conversation (communicative exercises). Then the teacher considers the form in which he presents the grammar item – orally, in writing, or in reading. And, finally, the teacher plans pupils' activity while they are learning this grammar item (point): their individual work, mass work, work in unison, and work in pairs, always bearing in mind that for assimilation pupils need examples of the sentence pattern in which this grammar item.

1.3. Motivating young learners to learn

First of all we should motivate children to learn English. From a pedagogical point of view motivating learners in learning is considered to be one of the most important fields. Pupil's success in the educational process is not determined only by his innate abilities but also by other stimuli. The task of the teacher is to support and develop these impulses. Motivation is one of these stimuli. Motivation helps to develop pupils positively. Suitable motivational activities of teachers can raise and maintain pupil's interest in learning, particular subject or other learning activities [5].

Motivation is the energizing force that directs and controls our behaviour towards the achievement of our goals. It refers to those factors, which increase the vigour of an individuals' activity. It energizes the person, prompts and compels him to act and behave in particular way so as to satisfy his needs. In education, motivation is arousal of interest in learning and is required for effective

management of the learning process. In pedagogical activities motivation has an irreplaceable and indispensable role. Motivated child explores the world, asks the questions, disarrange what he can only to discover how it is.

If teacher motivates pupils inappropriately, their relation to school and also to particular subjects has a negative effect on their positive relation to learning. It often causes pupils' lack of interest in given subject. Pupils in the beginning of their education look forward to school.

Pupils who are getting ready for school are motivated by the vision of school, where they will learn how to write, read, count, paint, find out many interesting things in particular subjects. But it may happen that due to the inappropriate motivating activities of some teachers the opposite can occur, a pupil is afraid of school.

Some teachers state that in teaching terms it is very important to divide the *primary and secondary motivation*.

Primary motivation is based on the natural pupils' needs. All children are naturally inquiring and try to learn everything new. If we set pupil a task or if he tries to learn something new, we get to know that energy inherent in every human inspires effort to perform the tasks and discover them.

Secondary motivation encourages a pupil to achieve something. Motivational factor in this respect is a good mark or teacher praise. Punishment or prohibition can also be good secondary motivational factors.

Teachers can very well affect secondary motivation either positively or negatively. In the learning process, both primary and secondary motivation motives shade into each other. Primary motivation works in close conjunction with secondary motivation in view of the fact that pupils in learning process have to learn also what does not arouse their natural interest.

In these cases it depends on the teacher and motivational activities that he choose, the way that he choose to achieve the goals so that the curriculum is meaningful for children.

I also agree with the opinion that it is important for teacher to be aware of the real function of motivation.

If he teaches young children he has to use *immediate motivation*, can take advantage of an interesting game, use an interesting pictures, praise or change activity. This kind of motivation enables teacher to achieve the goals better and increase children's interest in learning.

Other types of motivation are **intrinsic and extrinsic motivation** [25]. Motivation in the context of the classroom is measured by a student's drive to participate in the learning process.

Although students may be equally motivated to perform a task, the sources of their motivation may differ. Some students are intrinsically motivated do learn because they are driven to understand through reflection and enjoy participating in learning activities.

Others are extrinsically motivated by enticements, rewards or teacher-defined objectives.

The teachers' task is to increase the motivation of learners that they already bring into the learning process.

The first factor of influencing motivation is that fantasy lessons should be variable and enjoyable and teachers should:

- give sufficient space for pupils' activities, that should be funny
- direct learning so that it is related to pupils' real life
- use personal dimension
- give pupils opportunities for expressing themselves and their creativity
- give pupils opportunities to become enthusiastic about the subject
- be mindful of having a good relationship with pupils.

The second factor of influencing motivation is an appreciation what means that:

- pupils' effort should be often appreciated in the form of marks, praises, encouragement etc

- success should be appreciated only when it is achieved.

The third factor of influencing motivation is the goals what means that teachers should:

- place demands on pupils so that they can achieve the goals
- set goals so that pupils do not lose the desire to reach the goals
- motivate pupils by unpleasant consequences if they do not learn
- assign individual targets and praise pupils when they accomplish them
- encourage pupils to take responsibility for their own learning

The fourth factor of influencing motivation is the success what means that:

- teachers should keep in mind that the level and pace of work have to be suitable for all pupils of different abilities
- each pupil should have such a work programme so that it corresponds with his abilities, current knowledge and experience.

And the last fifth factor of influencing motivation is the sense what means that:

- pupils should understand the personal benefits that learning brings
- pupils should be aware of the importance of learning for their success in life
- Pupils' creativity, development of key competencies and motivation are in the educational process positively affected by the factors mentioned above.

[5].

CHAPTER 2

METHODOLOGY OF FOREIGN LANGUAGE GRAMMATICAL COMPETENCE FORMATION IN PRIMARY SCHOOL

2.1. The Process of Teaching Grammar Young Learners

Despite the fact that grammar has the same for all basic concepts and rules however teaching grammar to young learners is different to teaching grammar to teenagers or adults. And materials we need to use at classes need to count this.

In many ways, the main ones we focus on here are motivation, processing language, analysis of “form” and the types of tasks that are useful.

In the most basic sense, younger learners differ from adults in the reason they learn. Typically, but not always, adults are choosing to be in your lesson. There are of course exceptions to this: the learner who needs to pass an exam (the exam is more motivating than being in your class), or the student whose boss tells them that English study is a contractual obligation. However as a generalization, we might say that adults tend to be intrinsically motivated.

Whereas younger learners typically study English because it's on their school curriculum or because their parents make them. I'm yet to meet a young learner who enrolled in an English course because that's how they wanted to spend their Saturday mornings.

Thus, young learners have different motivations to learn.

We know from observations of children, whose brains and language processing centres continue to develop until into early adulthood, process language differently. Part of this is related to cognitive development: we know that a classroom activity based around the possible merits and disadvantages of building a casino next to a primary school isn't going to generate much discussion with a group of 7 year old learners (they have a limited ability to engage in abstract thought and logical reasoning). It's also partly to do with language development too. Children learn their first language by identifying the most relevant content words in the context of their own experience. Mum, dada, outside.....these are

often the most common words babies learn first. We also know that just before children reach puberty, they go through a lexical explosion as the brain shifts gears, preparing it for adulthood. Children, especially young children, are repetitive learners – repetition in context is the keystone to making progress.

This suggests that children engage with language, and learn it best when it is meaningful and relevant, there are plenty of examples and opportunities to practice, the meaning of the message is the primary focus of any form of communication, and that lexical complexity (and our expectations of this) should be graded loosely on the basis of age.

In this sense, we say that communication in young learner classrooms needs to be meaning driven, in that the priority needs to be communication and negotiation of the message, and the analysis of the form and grammar comes secondary to this. This can be a challenge, especially in classrooms where declarative knowledge (e.g. This is the present perfect, or the noun form of procedural is procedure) tends to predominate traditional teaching approaches.

Young learners enjoy very different types of tasks. So how does this effect the types of tasks we choose for our young learners? Well, as a generalization we might say that activities should:

- Be meaning driven, with a secondary focus on form.
- We reinforce a focus on grammar forms by maximizing repetition.
- Tasks should be age appropriate.
- Tasks should reflect what our learners might need to do/say/use in their daily lives.
- That the tasks are enjoyable and challenging, relative to cognitive development of the learners.

Ultimately, you need to remember that what works for adults won't always work with kids. This means that the traditional practice tasks that you might have used to great success might have limited application for your young learners. This includes: controlled practice gap-fills, Mill drill type tasks (e.g. Have you been to Australia? Yes, I have. Have you eaten pasta in Italy? No, I haven't. Have you seen

the hickey on Mr. Johnson's neck? No, I haven't.) and long-winded, meta-language laden teacher presentations (SNORE!)

So here are a few ideas of tasks that work best with young learners.

1) Use chants and rhymes

Chants and rhymes are a ubiquitous feature of young childhood – If I were to ask you to finish the following sentences, I bet 99% of you could.....so here's a test:

- *Ring-a-ring a rosie.....*

- *Hickory dickory dock....*

- *Frere Jacques....frere Jacques....*

Why do these stick with you well beyond your childhood years? Because they are repetitive. Repetition is one of the key elements we discussed earlier: it's one way that the developing brain cements neural processes and pathways and reinforces them as "useful" and necessary to preserve.

How does this apply to grammar lessons with young learners? Well, next time you want to introduce you learners to a particular structure, try turning it into a chant....does this sound like something you already do when you "drill" target language? Well it should. The key difference here is that you can add rhythm to it to make it catchier and a little bit "stickier" like a nursery rhyme.

For example, I wanted my students to design a poster where they reinvented uses for common objects. So, to introduce the phrases to this, I sat everyone in a circle, and put my hand in a bag containing some of the objects, and described it to the students:

- You can use it for cooking, it's made of metal.
- You can use to for phone calls, it's made of plastic.
- It helps you to study, it's made of paper.

Notice that all of these phrases follow the same basic stress pattern. Look at the following rhythms that match the phrases above (small dots = weak syllable, O = stressed syllable):

- .. O .. O . (de de DA de de DA de) = you can use it for cooking
- .. O .. O . (de de DA de de DA de) = you use it for phone calls

- . O . . O . (de DA de de DA de) = It helps you to study

Now try saying the rhythm repetitively...see if you can get into a bit of a groove with it, and then add your own example to teach your students.

Note that this is also a really good way to introduce and reinforce classroom language like “can I borrow a pen”, “I don’t understand” or “can you say that again please”. These are phrases I chant with my students immediately before we begin work on any task, as a reminder to them of what to do in case they run into difficulties, which in turn helps them to stay on track and use more English.

Interestingly, it also works quite well with voice control activities where you can drill language using different voices, emotions and speeds. Try playing with target phrases using quiet, angry, robot, slow motion, shy or super happy voices.

2) Kids love stories and narrative play

As much as nursery rhymes are a prominent feature in everyone’s childhood, stories and books are just as important for language development. Within the language classroom, stories allow for several key components that reinforce language learning: they present authentic language in context, they usually present lots of visual support to match the text and they are often repetitive (especially books for younger children).

When choosing a story to “teach” from, try to focus on:

- Books that repeat particular language features
 - Books whose images help students to understand the language on the page
 - Books that contain a limited amount of text on each page
 - A couple of interesting ways to use stories to focus students on grammar might be:
 - Ask the students to fill in a summary, or order the events of the story which are shown in pictures or written in short sentences after they have read the book.
 - Provide prompts for learners: First, second, then, after that, in the end....
- And have learners reconstruct the story

- Ask students to write or read a summary of the story and have them identify key verb phrases or target language and have them check what they have written against what you have on the whiteboard.
- Ask students to write the next chapter of the book, and then identify the key features of language you wish to work with.

In this way, hopefully you can see that allowing learners to make mistakes is a central part of working with children, and that encouraging them to identify mistakes and correct their own work is a very useful way for them to study grammar because constructing a text beforehand allows them to deal with meaning first.

3) Authentic language use is more engaging and more meaningful

As we said before, focusing on authentic language use is a priority with young learners. Many educational boards that set local and national curricula will publish lists of texts that they expect their students to be able to deal with or produce by a certain age. These are like gold dust for language teachers who might only see their students once or twice a week.

By focusing on materials and contexts that are already familiar to students, there is less of a cognitive load on the learners when trying to apply and integrate new language. It also means that the language that is produced is more likely to be a useful and meaningful text, rather than “a list of sentences”, which is something I see written on too many lesson plans than I’d like to admit.

A couple of ways of exploiting authentic language use in your lessons include:

- Use a graded model of what you want the students to produce. If you want them to use the language in a spoken task, then have them listen to an example beforehand, ask them lots of CCQs to check comprehension before moving on to drilling and chanting the form prior to a production activity.
- Deconstruct a text and stick it around the room, getting students up and moving about to find the answers to comprehension questions.
- Ensure that learners are always working towards creating a “text” of some kind. I define “text” as a piece of connected language where sentences are

meaningfully connected to each other (they use, for example, pronouns rather than repeat key nouns, and connectors to link ideas smoothly) or in a spoken text, one in which one utterance is a logical and coherent extension of or reply to the previous one.

4) Integrating skills reflects the way language is used in the real world

We also want to ensure that our language learning environment reflects the way our students encounter language in the real world as much as possible. This means that more often than not, our students are given the chance to respond to texts, reformulate their ideas and extend their abilities by applying language using as many skills as possible.

While the focus of your lesson might be grammar, it's important that this grammar focus is situated in the context of a range of opportunities to practice as many skills as possible (think of it as providing opportunities for learners to process the information using their eyes (reading), their ears (listening), their mouths (speaking) and their hands (writing).

So for example, a focus on question forms, might be situated in the context of a lesson where students have to role play an interview, but then write up the interview into a newspaper article or summary.

A nice example of this would be to use some of Chris Hadfield's videos recorded on the international space station where he answers common questions about life in space. Typically in the **Pre-task** stage, I would have students write lists of things they do everyday on earth, or how they do a particular thing on earth. In this example, Chris is shown making a sandwich in space, so I would have my learners make a list of their daily routines, and then discuss how these might be different if they were to do them in space.

Next, in the **Main task** activity, we watch the video, stopping it at key points and discussing it as a class in relation to how it is different for astronauts and why (e.g. why don't they use bread for sandwiches? Have my learners ever made a crumb-free sandwich? What normally happens to the crumbs?).

Then in the **Post-task** stage, learners are asked to plan questions to interview an astronaut. This is where the grammar focus comes in. I ask them to write questions they'd like, then I reformulate them on the board and we drill them using variations of voice control as we discussed earlier. Students then do the role play with as many different partners as time permits. This is all with the aim of collecting information for them to write a meaningful response to the interview they had with one person in the form of an article or summary.

Notice how the grammar focus doesn't take priority in the lesson, it's not the first thing students see or do, but it does follow a meaning-driven (often comprehension-based) task. I also avoid common forms of metalanguage (like auxiliary, past participle) – though depending on the level, I could have the learners group their questions into related “forms”.....for example present/past/present perfect....or questions with “do” questions with “be” questions without “do”.

5) Interesting material

Indeed, there are many different teaching methods which people today purport which do not focus on solely teaching grammar. There are many different ways of making grammar a little more interesting. A variety of different games can be designed in order to help with this. The Internet is a brilliant resource when it comes to this, and is indeed a blessing to many teachers.

6) Make it into a game

Games and problem-solving activities have a purpose beyond the production of correct speech, and are examples of the most preferable communicative activities. They go on to explain that grammar games help children not only gain knowledge but be able to apply and use that learning. Additionally, games have the advantage of allowing the students to practice and internalize vocabulary, grammar and structures extensively [13].

They can do this through repeated exposure to the target grammar and because students are often more motivated to play games than they are to do deskwork.

Plus, during the game, the students are focused on the activity and end up absorbing the grammar subconsciously.

While games are motivating for the students, probably the best reason, to use games is that the use of such activities both increases the cooperation and competition in the classroom [14].

Indeed games can be used to add excitement through competition or to create bonding between the students, and between the students and teacher. Learning a language requires constant effort and that can be tiring, but there are two good reasons why games should be included in the classroom:

- Games that are amusing and challenging are highly motivating.
- Games allow meaningful use of the language in context.

7) Using songs

Since the meaning is an important device in teaching grammar, it is important to contextualize any grammar point. Songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms [15].

Songs offer a change from routine classroom activities. They are precious resources to develop students' abilities in listening, speaking, reading, and writing. They can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs.

There are many advantages of using songs in the classroom. Through using contemporary popular songs, especially which are already familiar to children, the teacher can meet the challenges of the children needs in the classroom.

The best songs would be those that are either familiar to the children or those, though maybe not familiar, which have an international nature. Since there is not a strict teaching procedure, the teacher can mainly concentrate on what to teach rather than on how to teach. In order to make the songs more meaningful and more enjoyable, motions can be added to the song which parallel the words of the song. Since most children enjoy singing fun and nonsensical lyrics, using easy children

songs will be useful. Furthermore, choosing lively action songs through which they can dance or act while singing will ensure a lively atmosphere [16].

8) Activities

5-7 years old children are not able to store the material in a long period of time. That's why lesson should not take more than 30-35 minutes.

Also we should change activities. The children quickly get tired of the same type of activities. It's recommend changing the type of activity every 10-20 minutes. For example: the first 15 minutes, see a cartoon, then 10 minutes to discuss it, and then 15 minutes of reading a story, during the next 10 minutes, the child may try to retell what he read. [3]

There are some examples of activities for young learners: listening stories, speaking (telling stories), reading, writing, whole class work, group work, pair work, dialogues, work with stickers and pictures, playing games, doing exercises, puzzles, singing songs, listening, learning songs, **painting, drawing, watching cartoons.**

Psychologist say that after two weeks people tend to remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see, 70% of what they say and 90% of what they say and do. This means that doing something and being involved actively make us remember the most important things.

"Tell me and I'll forget. Show me and I'll remember. Involve me and I'll understand."

9) Clear meanings

It's very important for young learners to explain rules clearly and simple. Don't use a lot of terms and difficult rules. Some teachers think that with young learners we should not use terms at all.

I was looking for material for my course work on internet, and I found a lot of different information and now I want to give an example with English articles. Articles in English are complicated, and there are many rules for their use. However, we can make it easier for young learners to explain than only general

rules about the use of the articles; the logic of these rules can be transferred to most uses of the article. [8]

For example we can explain this topic in this simple way:

The definite article "*the*" can be used before both singular and plural nouns.

We say example "*the box*", "*the boxes*" and show pictures with one box or many boxes and explain that it can be one or more boxes.

The indefinite articles "*a*" we use before a consonant sound, "*an*" before a vowel sound.

We say example and show picture with one box, also use finger to show that it is one box, "*a box*" or "*an apple*".

Even this information can be difficult for young learners that's why we should use interesting colored pictures or toys.

10) Vocabulary

Young learners have a limited amount of language that they disposal. And this makes analyzing of language difficult for them. Also vocabulary needs to be kept simple and familiar so they can focus on the grammar they are learning.

It is obvious that knowing the grammar rules perfectly but without 26 having a wide range of vocabulary it will be almost impossible to communicate. It is known and interesting at the same time that young learners who are not aware of grammar rules can communicate more effectively than their older students who control themselves all the time and therefore make more mistakes while speaking. [10].

Here are a few suggestions for introducing and practising:

- "semantic relations – word groups according to meanings, synonyms, hyponyms, opposites
- situational relations – word sets associated with particular situation", e.g. animals, food, clothes etc.
- vocabulary presented in a structural and purposeful way
- offers expanding vocabulary. [11]

11) Personal attention

Teacher must quickly learn names to show individual attention and to be able to get the attention of those who are misbehaving. We shouldn't wait for quick results from the children. Every child is different, and his way of remembering too. Some results, we can expect only after 6-10 months. Remember how children began to speak in native language, the same thing happens with the English. The only difference - is that all around only speak not in English. Never compare children with each other, it is better to compare him with him in the past. So the child will not feel silly or uncomfortable rather imbued with the conviction that he can do anything. [3]

12) Punishments and rewards

As a rule teachers use the same kinds of rewards and punishments. For examplesuch rewards as:

- Games at recess;
- Sit with a friend;
- Homework pass;
- Good marks.

For kids we also can use stickers, pencils, candies or other sweets and small presents. We can draw smiling faces, stars or use stamps to show your appreciation. Put up posters on the walls with the students names to keep record of their good work. And for sure they might not be able to understand "very good", "great" or "excellent" but they will surely get "bravo", "super" or "perfect". Thumbs up, clapping hands and a huge smile on a teacher's face will definitely help the kids realize that they did a great job and made you pleased. [4]

And such punishments as:

- call home to parents;
- no recess;
- bad marks;
- more exercises for homework.

As for me I think that punishments for young learners is not so good and we should use it only in extreme cases and use more rewards even for small victories, because

success is just the sum of these small "wins". You will see that the children will be diligent and attentive, so nice to get the praise! [3].

"In the end, the only people who fail are those who don't try."

David Wiskont

Grammar is an essential component of any language, but it can also be one of the most challenging and boring topics for young English learners. How can you make grammar teaching more effective, engaging, and fun for your students? Here are some tips and strategies based on linguistic principles and pedagogical practices.

1. Use authentic texts

One way to introduce and practice grammar is to use authentic texts that are relevant, interesting, and meaningful for your students. Authentic texts are texts that are written or spoken by native or fluent speakers of English for a real purpose and audience, such as stories, songs, poems, articles, or dialogues. They can expose your students to natural and varied language use, and provide them with rich and contextualized examples of grammar in action. You can select texts that match your students' level, interests, and goals, and design activities that focus on specific grammar points, such as identifying, analyzing, or producing them.

2. Teach grammar inductively

Another way to teach grammar is to use an inductive approach, which means that you let your students discover the grammar rules by themselves, rather than telling them directly. This can help your students develop their analytical and problem-solving skills, and make them more aware and confident of their own learning process. You can present your students with some sentences or texts that illustrate a grammar pattern, and ask them to observe, compare, and infer the rules and exceptions. You can then guide them to check their hypotheses, and provide them with feedback and clarification.

3. Integrate grammar with skills

A third way to teach grammar is to integrate it with the four language skills: listening, speaking, reading, and writing. This can help your students see the

connection between grammar and communication, and apply their grammar knowledge in meaningful and purposeful contexts. You can design tasks that require your students to use the target grammar in different modes and situations, such as listening to a podcast, speaking in a role-play, reading a text, or writing a paragraph. You can also use a task-based learning approach, which means that you base your grammar teaching on a real-world task that your students need to complete, such as making a reservation, giving directions, or writing a letter.

4. Use games and activities

A fourth way to teach grammar is to use games and activities that are fun, interactive, and motivating for your students. Games and activities can make grammar learning more enjoyable and memorable, and create a positive and relaxed atmosphere in your classroom. You can use games and activities that involve movement, competition, cooperation, creativity, or humor, such as bingo, board games, puzzles, quizzes, songs, chants, stories, or jokes. You can also adapt or create your own games and activities that suit your students' level, needs, and preferences.

5. Provide feedback and correction

A fifth way to teach grammar is to provide your students with feedback and correction that are timely, accurate, and constructive. Feedback and correction can help your students monitor their progress, identify their strengths and weaknesses, and improve their accuracy and fluency. You can use different methods and techniques to give feedback and correction, such as oral or written feedback, self-correction or peer-correction, explicit or implicit correction, or error analysis or correction codes. You can also vary the amount and type of feedback and correction according to your students' level, goals, and expectations.

Grammar teaching can be a rewarding and enjoyable experience for both you and your students, if you use the right methods and strategies. By using authentic texts, teaching grammar inductively, integrating grammar with skills, using games and activities, and providing feedback and correction, you can help your students learn grammar effectively and have fun at the same time.

When teaching grammar, I never force anyone to start using the new skill immediately. Each individual needs their own pace and different approach. That's why it is important to use a variety of examples and methods.

6. Here's what else to consider

This is a space to share examples, stories, or insights that don't fit into any of the previous sections. What else would you like to add?

7. Provide feedback and correction

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2.2. Presenting and Explaining Grammar

It is surprisingly difficult to present and explain a foreign-language grammatical structure to a class of learners. The problem is first to understand yourself what is involved in 'knowing' the structure (its written and spoken forms, its nuances of meaning), and in particular what is likely to cause difficulties to the learners; and second, how to present examples and formulate explanations that will clearly convey the necessary information. This is a place where clear thinking and speaking are of paramount importance: although you may elicit suggestions from the learners and encourage their participation in the presentation, it is essential for

you to know how to present the structure's form and meaning yourself in a way that is clear, simple, accurate and helpful. Note that there is often a conflict between 'simple' and 'accurate'; if you give a completely accurate account of a structure, it may be far from simple; if you simplify, you may not be accurate. One of the problems of grammar presentations is to find the appropriate balance between the two.

In our research work we have analyzed the ways of presenting and explaining a New Grammatical Structure.

When we present grammar through **structural patterns** we tend to give students tidy pieces of language to work with. We introduce grammar, which can easily be explained and presented. There are many different ways of doing this, which do not (only) involve the transmission of grammar rules.

It is certainly possible to teach aspects of grammar - indeed that is what language teachers have been doing for centuries - but language is a difficult business and it is often used very inventively by its speakers. In other words real language use is often very untidy and cannot be automatically reduced to simple grammar patterns. Students need to be aware of this, just as they need to be aware of all language possibilities. Such awareness does not mean that they have to be taught each variation and linguistic twist, however. It just means that they have to be aware of language and how it is used. That is why reading and listening are so important, and that is why discovery activities are so valuable since by asking students to discover ways in which language is used we help to raise their awareness about the creative use of grammar - amongst other things.

As teachers we should be prepared to use a variety of techniques to help our students learn and acquire grammar. Sometimes this involves teaching grammar rules; sometimes it means allowing students to discover the rules for themselves.

What do we introduce? Our job at this stage of the lesson is to present the pupils with clear information about the language they are learning. We must also show them what the language means and how it is used; we must also show them

what the grammatical form of the new language is, and how it is said and/or written.

What we are suggesting here is that students need to get an idea of how his new language is used by native speakers and the best way of doing this is to present language in context.

The context for introducing new language should have a number of characteristics. It should show what the new language means and how it is used, for example. That is why many useful contexts have the new language being used in a written text or dialogue.

A good context should be interesting for the children. This doesn't mean that all the subject matter we use for presentation should be wildly funny or inventive all of the time. But the pupils should at least want to see or hear the information.

Lastly, a good context will provide the background for a lot of language use so that students can use the information not only for the repetition of model sentences but also for making their own sentences.

Often the textbook will have all the characteristics mentioned here and the teacher can confidently rely on the material for the presentation. But the textbook is not always so appropriate: for a number of reasons the information in the book may not be right for our students in such cases we will want to create our own contexts for language use.

Context means the situation or body of information, which causes language to be used. There are a number of different **context types**, but for our purposes we will concentrate on three, the students' world, the outside world and formulated information.

The students' world can be a major source of contexts for language presentation. There are two kinds of students' world. Clearly we can use the physical surroundings that the students are in - the classroom, school or institution. But classrooms and their physical properties (tables, chairs, windows, etc.) are limited. The students' lives are not constrained in the same way, however, and we can use facts about them, their families, friends and experiences.

The outside world provides us with rich contexts for presentation. For example, there is an almost infinite number of stories we can use to present different lenses. We can also create situations where people speak because they are in those situations, or where the writer describes some special information. This is especially useful for the practice of functional language, for example.

We can ask students to look at examples of language which show the new language in operation, though this last category can sometimes have no context. These three sub-categories, story, situation or language, can be simulated or real. Most teachers are familiar with 'made-up' stories which are often useful for classwork: real stories work well too, of course. In the same way we can create the simulation of an invitation dialogue, for example. But here again we could also show students a real invitation dialogue. In general we can say that real contexts are better simply because they are real, but they may have complexities of language and comprehensibility which can be avoided by simulated contexts - life-like but clearly made-up to some extent.

Formulated information refers to all that information which is presented in the form of timetables, notes, charts etc. Once again we can use real charts and timetables, growth statistics, etc. or we can design our own which will be just right for our students.

The presentation of structural form One of the teacher's jobs is to show how the new language is formed - how the grammar works and how it is put together. One way of doing this is to explain the grammar in detail, using grammatical terminology and giving a mini-lecture on the subject. This seems problematical, though, for two reasons; firstly many pupils may find grammatical concepts difficult, secondly- such explanations for beginners will be almost impossible.

A more effective - and less frightening - way of presenting form is to let the students see and/or hear the new language, drawing their attention in a number of different ways to the grammatical elements of which it is made. At lower levels we

must usually find simpler and more transparent ways of giving students grammatical information.

A general model for introducing new language has five components: lead-in, elicitation, explanation, accurate reproduction, and immediate creativity.

During the lead-in the context is introduced and the meaning or use of the new language is demonstrated. This is the stage at which students may hear or see some language (including the new language) and during which students may become aware of certain key concepts. The key concepts are those pieces of information about the context that are vital if students are to understand the context and thus the meaning and use of the new language.

During the lead-in stage, then, we introduce our context (making sure that key concepts are understood) and show the new language in use.

During the elicitation stage the teacher tries to see if the students can produce the new language. If they can it would clearly be wasteful and de-motivating for them if a lot of time was spent practicing the language that they already know. At the elicitation stage - depending on how well (and if) the students can produce the new language - the teacher can decide which of the stages to go to next. If the students can't produce the new language at all, for example, we will move to the explanation stage. If they can, but with minor mistakes, we may move to the accurate reproduction stage to clear up those problems. If they know the new language but need a bit more controlled practice in producing it we may move directly to the immediate creativity stage. Elicitation is vitally important for it gives the teacher information upon which to act: it is also motivating for the students and actively involves their learning abilities.

During the explanation stage the teacher shows how the new language is formed. It is here that we may give a listening drill or explain something in the students' own language; we may demonstrate grammatical form on the blackboard. In other words, this is where the students learn how the new language is constructed.

During the accurate reproduction stage students are asked to repeat and practise a certain number of models. The emphasis here will be on the accuracy of what the students say rather than meaning or use. Here the teacher makes sure that the students can form the new language correctly, getting the grammar right and perfecting their pronunciation as far as is necessary.

Teaching grammar patterns

We'll examine "Teaching Grammatical Patterns" by Robert Lado (Chapter 10 "From Sentences to Patterns")

Robert Lado thinks that even children who have never studied the rules grammar make use of the grammar of the language. This is seen in the mistakes they make. When a child says, He goed, he is forming a "regular" preterite on the pattern: showed, weighed, served: "goed." His error reveals the fact that he has been applying the pattern even though he is not able to describe it.

Patterns and Sentences

A grammatical pattern is an arrangement of parts having linguistic significance beyond the sum of its parts. The parts of a pattern are expressed by words or classes of words so that different sentences often express the same pattern. All the sentences of a language are cast in its patterns.

John telephoned, The boy studied.

We understood different sentences are expressing the same statement pattern in English.

A pattern is not a sentence, however. Sentences express patterns. Each sentence illustrates a pattern. To memorize a sentence does not imply that a pattern has been memorized. There can be countless sentences, each unique, yet all constructed on the same pattern.

Patterns and Grammar

Children learn the grammatical patterns of their language before they study grammar in school. When a child says goed instead of went or knowed instead of knew, he is applying the regular preterite pattern on the analogy,

open: opened = go: goed

Patterns are learned in childhood. Adults no longer have to learn new patterns; they learn new words that are used in old patterns. That the old patterns are alive is shown by putting unknown words and phrases into them.

And what is the role of the native language in learning the patterns of a foreign language?

Native Language Factor

The most important factor determining ease and difficulty in learning the patterns of a foreign language is their similarity to or difference from the patterns of the native language. When the pattern in the target language is parallel to one in the native language, the student merely learns new words which he puts into what amounts to an extended use of his native pattern. Since his word learning capacity is not lost, he makes rapid progress. When, however, the native language pattern does not parallel that of the target language, the student tends to revert to his native language patterns through habit.

Grading the Patterns

There is no single grading scale for teaching the patterns of a foreign language. Any systematic cumulative progression, taking into account the structures that are difficult, would be satisfactory from a linguistic point of view.

Pattern-practice

Approach The mimicry-memorization exercise tends to give the same amounts of practice to easy as well as difficult problems. It also concentrates unduly on the memorization of specific sentences, and not enough on the manipulation of the patterns of sentences in a variety of content situations. For those patterns that are functionally parallel to the native language, very little work needs to be done, and very little or no explanation is necessary. On the other hand, for those patterns that are not parallel in the two languages, more specific understanding of the grammatical structure points at issue is needed while the sentences are learned and not before or after. And more practice with the pattern is necessary before it is learned, that is, used without attention to its structure.

Basic sentences

The memorization of sample sentences that contain the grammatical problems to be mastered is common to both pattern practice and mimicry-memorization. For this practice there is ample justification in linguistics and in psychology. The utterances have to become readily available if the student is to use them in the rapid sequence of conversation.

Teaching the patterns

A sentence can be learned as a single unstructured unit like a word, but this is only the beginning. The student must acquire the habit of constructing sentences in the patterns of the target language. For this he must be able to put words almost automatically into a pattern without changing it, or to change it by making the necessary adjustments.

Teaching a problem pattern begins with teaching the specific structure points where a formal change in the pattern is crucial and where the student is not able to manipulate the required changes. The steps in teaching problem patterns are (1) attention pointer, usually a single sentence calling the students' attention to the point at issue; (2) examples, usually minimally contrastive examples showing a pair of sentences that differ only on the point or points being made; (3) repetition by the class and presentation of additional examples of the same contrast; (4) comments or generalization elicited inductively from the students and confirmed by the teacher; (5) practice, with attention on the problem being taught.

These steps are intended to clarify the crucial point of contrast at the time when sentences are being learned. They should take only a small portion of the class time—no more than 15 per cent.

Robert Lado accents that many teachers make the mistake of trying to explain everything at length while the class listens passively. Long explanations without active practice are a waste of time, and even with practice they are inefficient. Most of the class should be devoted to practice.

Correction. During the accurate reproduction phase there are two basic correction stages: showing incorrectness (indicating to the student that something is wrong) and using correction techniques.

Showing incorrectness

This means that we will indicate to the student that a mistake has been made. If the student understands this feedback he or she will be able to correct the mistake and this self-correction will be helpful to him or her as part of the learning process.

There are a number of techniques for showing incorrectness:

Repeating: Here we simply ask the student to repeat what he or she has just said by using the word 'again'. This, said with a questioning intonation, will usually indicate that the response was unsatisfactory (although it could be misunderstood as only indicating that the teacher has not heard the student's response). **Echoing:** We will be even clearer if we repeat what the student has just said, using a questioning intonation since this will clearly indicate that we are doubting the accuracy or content of what is being said.

Sometimes we can echo the complete student response, probably stressing the part of the utterance that was incorrect, for example:

She go to school?

Another possibility is to echo the student's response, but only up to the point where the mistake was made, for example: She go ...?

Echoing, in its various forms, is probably the most efficient way of showing incorrectness.

Denial: We can simply tell the student that the response was unsatisfactory and ask for it to be repeated. This seems somewhat drier than the techniques so far discussed; it may be a bit more discouraging. **Questioning:** We can say 'Is that correct?' asking any student in the class to answer our question. This has the advantage of focusing everybody's mind on the problem, though it may make the student who made the mistake seem somewhat exposed. **Expression:** Many teachers indicate that a response was incorrect by their expression or by some gesture. This is very economical (and can be quite funny) but can be dangerous if the student thinks that the expression or gesture is a form of mockery.

In general, showing incorrectness should be handled with tact and consideration. The process of student self-correction, which it provokes, is an

important and useful part of the learning process. Showing incorrectness should be seen as a positive act, in other words, not as a reprimand.

Frequently, however, we find that showing incorrectness is not enough for the correction of a mistake or an error and the teacher may therefore have to use some correction techniques.

Using correction techniques

If students are unable to correct themselves we can resort to one of the following techniques. Student corrects student: we can ask if anyone else can give the correct response. We can ask if anyone can 'help' the student who has made the mistake. If another student can supply the correct information it will be good for that student's self-esteem. However, the student who originally made the mistake may feel humiliated if this technique is used insensitively. Teacher corrects student(s): Sometimes we may feel that we should take charge of correction because the students are extremely mixed-up about what the correct response should be. In that case we can re-explain the item of language, which is causing the trouble. This will be especially appropriate when we see that a majority of the class are having the same problem. After the re-explanation we can move to choral and individual repetition (if necessary) before moving on.

The object of using correction techniques, of course, is to give the student(s) a chance to (know how to) get the new language right. It is important, therefore, that when we have used one of the techniques suggested above, we ask the student who originally made the mistake to give us a correct response.

When the children and teacher are confident that the children can form the new language correctly they will move to immediate creativity. Here they try to use what they have just learned to make sentences of their own, rather than sentences which the teacher or book has introduced as models.

It is at this stage that both teacher and student can see if the students have really understood the meaning, use and form of the new language. If they are able to produce their own sentences they can feel confident that the presentation was success.

Notice again that if the students perform well during elicitation the teacher can move straight to immediate creativity. If at that stage they perform badly the teacher may find it necessary either to return to a short accurate reproduction stage or in extreme cases, to re-explain the new language.

Thus, in general, a good presenting and explaining a New Grammatical Structure should include:

1. Both oral and written forms, and both form and meaning.
2. It is important for learners to have plenty of contextualized examples of the structure and to understand them. Visual materials can also contribute to understanding.
3. The answers to this will depend on your situation and learners. On the whole older or more analytically-minded learners will benefit more from the use of terminology.
4. Again, this very much depends on your own situation and judgement.
5. This is the problem about striking the right balance between accuracy and simplicity referred to earlier in this unit. Your explanation should cover the great majority of instances learners are likely to encounter; obvious exceptions should be noted, but too much detail may only confuse. As a rule, a simple generalization, even if not entirely accurate, is more helpful to learners than a detailed grammar-book definition.
6. These are basic and important points; your observer will help you here.
7. Here you have to decide whether a rule would be helpful or not; then, whether to elicit it from the learners on the basis of examples (sometimes called the 'inductive' method), or give it yourself, and invite them to produce examples ('deductive'). Like grammatical terminology, explicit rules are helpful to older or more analytically-minded learners. As regards inductive or deductive methods: you have to ask yourself which is more effective in this situation. If the learners can perceive and define the rule themselves quickly and easily, then there is a lot to be said for letting them do so: what they discover themselves they are more likely to remember. But if they find this difficult, you may waste a lot of valuable class time

on sterile and frustrating guessing, or on misleading suggestions; in such cases it is better to provide the information yourself.

2.3. The Most Common Difficulties in Assimilating English Grammar

The chief difficulty in learning a new language is that of changing from the grammatical mechanism of the native language to that of the new language. Indeed, every language has its own way of fitting words together to form sentences. In English, word order is more important than in Russian. The word order in **Tom gave Helen a rose** indicates what was given (a rose), to whom (Helen), and by whom (Tom). If we change the word order and say **Helen gave tom a rose**, we shall change the meaning of the sentence. In Ukrainian, due to inflexions, which are very important in this language, we can say **Том дав Олені троянду та Олені дав Том троянду** without changing the meaning of the sentence, as the inflexion “i” in the word Олені indicates the object of the action.

The inversion of subject and finite verb in **Are you...** indicates the question form. In speaking English, Ukrainian pupils often violate the word order which results in bad mistakes in expressing their thoughts.

The English tense system also presents a lot of trouble to Ukrainian-speaking pupils because of the difference which exists in these languages with regard to time and tense relations. For example, the pupil cannot at first understand why we must say **I have seen him today** and **I saw him yesterday**. For him the action is completed in both sentences, and he does not associate it in any way with **today** or **yesterday**.

The sequence of tenses is another difficult point of English grammar for Russian speaking pupils because there is no such phenomenon in their mother tongue. Why should we say **She said she was busy** when she **is** busy?

The use of modal verbs in various types of sentences is very difficult for the learner. For example, he should differentiate the use of **can** and **may** while in Russian the verb **may** covers them both. Then he should remember which verb must be used in answers to the questions with modal verbs. For instance, May I go

home? No, you mustn't. May I take your pen? Yes, you may. Must I do it? No, you needn't.

The most difficult point of English grammar is the article because it is completely strange to Russian-speaking pupils. The use of the articles and other determiners comes first in the list of the most frequent errors. Pupils are careless in the use of "these tiny words" and consider them unimportant for expressing their thoughts when speaking English.

English grammar must begin, therefore, with pupils' learning the meaning of these structural words, and with practice in their correct use. For example: This is a pen. The pen is red. This is my pen and that is his pen.

Types of Exercises for Assimilation of Grammar

1.1 Recognition exercises

These exercises are the easiest type of exercises for pupils to perform. They observe the grammar item in structures (sentence patterns) when hearing or reading. Since pupils only observe the new grammar item the situations should be natural and communicative. For example:

Listen to the sentences and raise your hands whenever you hear the verbs in the Past Simple.

Mike lives in Pushkin Street. I lived there last year. Ann gets up at 7 o'clock in the morning. She got up at half past seven yesterday. Etc.

It is desirable that sentences formed should concern real situations and facts.

Pupils listen to the teacher and raise their hands when they hear a verb in the Past Simple. The teacher can see whether each of his pupils has grasped the sentence.

Read the sentences and choose the correct form of the verb. The following sentences may be suggested:

I (go, went) to school yesterday.

Tom (takes, took) a bus when he goes to school.

She (got, gets, gets) up at 7 o'clock every day.

Pupils should read the sentences and find the signals for the correct choice of the form. Since the necessary form is suggested in each sentence they should only recognize the one they need for a given context.

Recognition exercises are indispensable as pupils retain the grammar material through auditory and visual perception. Auditory and visual memory is at work.

1.2 Drill exercises

They are more completed as they require reproduction on the part of the pupils. In learning a foreign language drill exercises are indispensable. The learners cannot assimilate the material if they only hear and see it. They must reproduce it both in outer and inner speech. The more often they say it the better they assimilate the material. Though drill exercises are those in which pupils have only one difficulty to overcome, they should also be graded:

Repetitive drill. Pupils pronounce the sentence pattern after the teacher, in imitation of the teacher, both individually and in unison. For example:

Teacher: They are dancing in the park.

Class: They are dancing in the park.

Individuals: They are dancing in the park.

Or pupils listen to the dialogue and say it after the speaker.

-Is Ann dancing now?

-No, she isn't.

-What is she doing?

-She is watching television.

Attention is drawn to the correct pronunciation of the sentence pattern as a sense unit, as a statement (sounds, stress, and melody).

Substitution. Pupils substitute the words or phrases in a sentence pattern. For example:

The children are dancing in the park.

The children are dancing in the garden.

The children are dancing in the street.

The children are dancing in the yard.

The children are dancing in the hall.

The children are dancing after classes.

The children are dancing at the party.

A pupil substitutes a phrase, the rest may say it in unison. Then they are invited to replace the word dancing with other words.

They are singing in the park.

They are working in the park.

They are walking in the park.

They are playing in the park.

They are running in the park.

They are talking in the park.

They are watering flowers in the park.

They are planting trees in the park.

They are helping the workers in the park.

The use of a particular verb is stimulated with pictures (or a Ukrainian word). Quick revision is achieved with a small expenditure of effort. In this way they review many words and phrases. As pupils have only one difficulty to overcome the work does not take much time. Or pupils are invited to replace the words in the dialogue with those given in columns (see the dialogue above).

There is one more advantage in performing this type of exercises—pupils consolidate the grammar item without thinking about it. They think of the words, phrases, but not of the form itself, therefore, involuntary memory is at work.

Completion

Pupils complete the sentences the teacher utters looking at the pictures he shows. For example:

Teacher: Look at the picture.

Mike is

Pupil: Mike is getting up.

Class: Mike is getting up.

Teacher: Mike is

Pupil:Mike is dressing.

Class:Mike is dressing.

Attention should be given to the use of is in this exercise. The teacher should pronounce Mike is ... to prevent the typical mistake of the pupils (Mike dressing). This is essential structural element of the tense form of the Present Continuous; Russian-speaking pupils, however, do not feel any necessity to use it.

Answering the teacher's questions

For example:

Teacher: Is Mike getting up?

Pupil:Yes, he is.

Teacher: Who is getting up?

Pupil:Mike is.

Teacher: What is Mike doing?

Pupil:He is getting up.

Drill exercises may be done both orally and in written form. Pupils perform oral exercises during the lesson and written ones at home. For example, they are told to write five or seven sentences on the model given.

During the next lesson the work done at home is checked orally. In this way pupils have practice in pronunciation while reading their own examples, and in auditing while listening to their classmates.

1.3 Creative exercises (speech exercises)

This is the most difficult type of exercises as it requires creative work on the part of the learners. These may be:

Making statements either on the picture the teacher shows, or on objects. For example, the teacher hangs up a picture and asks his pupils to say or write three or five statements in the Present Continuous. Asking questions with a given grammar item. For example, pupils are invited to ask and answer questions in the Past Indefinite. Speaking about the situation offered by the teacher. For example, one pupil gives commands to perform this or that action, the other comments on the action (actions) his classmate performs.

Pupil 1: Go to the door, Sasha.

Pupil 2: Sasha is going to the door.

Pupil 3: Open the door.

Pupil 4: Sasha is opening the door.

Speaking on a suggested topic. For example, a pupil tells the class what he did yesterday. Making dialogues using the grammar item covered. Telling the story (read, heard). Translating into English.

Participating in free conversation in which pupils are to use the grammar item they have learned. E. g., pupils have learned sentence patterns with the impersonal it.

Through these questions pupils are stimulated to speak about the weather and use the grammar item they have learnt.

All the exercises of the creative type are designed for consolidating grammar material pupils need for hearing and speaking.

All the exercises mentioned above are designed:

to develop pupils' skills in recognizing grammar forms while auditing and reading English texts; to accumulate correct sentence patterns in the pupils' memory which they can reproduce whenever they need these patterns for speaking or writing; to help the pupils to produce sentences of their own using grammar items necessary for speaking about a situation or a topic offered, or writing an essay on the text heard or an annotation on the text read.

1.4 Grammar tests

A check on the assimilation of grammar material is carried out through: auditing (if a pupil understands what he listens, he knows grammar); speaking (if a pupil uses the grammar item correctly, he has assimilated it); reading (if a learner understands what he reads, he knows grammar); tests.

Tests allow the teacher to evaluate pupils' achievement in grammar, that is, how each of them has mastered forms, meaning, and usage. Tests in grammar may involve: filling in the blanks; opening the brackets; transformation (e. g., make it negative, change into plural, etc.); extension (e. g., / like to read books — I like to

raid English books in our library); completion (e. g., When I came home ...); making statements on the pictures given; translation.

Types of grammar practice: from accuracy to fluency

Type 1: Awareness

After the learners have been introduced to the structure (see Unit Four above), they are given opportunities to encounter it within some kind of discourse, and do a task that focuses their attention on its form and/or meaning.

Example: Learners are given extracts from newspaper articles and asked to underline all the examples of the past tense that they can find.

Type 2: Controlled drills

Learners produce examples of the structure: these examples are, however, predetermined by the teacher or textbook, and have to conform to very clear, closed-ended cues.

Example: Write or say statements about John, modelled on the following example:
John *drinks tea* but he *doesn't drink coffee*.

a) like: ice cream/cake b) speak: English/Italian c) enjoy: playing football/playing chess

Type 3: Meaningful drills

Again the responses are very controlled, but the learner can make a limited choice.

Example: In order to practise forms of the present simple tense:

Choose someone you know very well, and write down their name. Now compose true statements about them according to the following model: He/She *likes ice cream*; OR He/She *doesn't like ice cream*.

a) enjoy: playing tennis b) drink: wine c) speak: Polish

Type 4: Guided, meaningful practice

The learners form sentences of their own according to a set pattern; but exactly what vocabulary they use is up to them.

Example: Practising conditional clauses, learners are given the cue *If I had a million dollars*, and suggest, in speech or writing, what they *would* do.

Type 5: (Structure-based) free sentence composition

Learners are provided with a visual or situational cue, and invited to compose their own responses; they are directed to use the structure.

Example: A picture showing a number of people doing different things is shown to the class; they describe it using the appropriate tense.

Type 6: (Structure-based) discourse composition

Learners hold a discussion or write a passage according to a given task; they are directed to use at least some examples of the structure within the discourse.

Example: The class is given a dilemma situation ('You have seen a good friend cheating in an important test') and asked to recommend a solution. They are directed to include modals (*might, should, must, can, could, etc.*) in their speech/writing.

Type 7: Free discourse

As in Type 6, but the learners are given no specific direction to use the structure; however, the task situation is such that instances of it are likely to appear.

Example: As in Type 6, but without the final direction [].

2.4. Research Methodology

This chapter describes the methodology used in this research.

Research Terminologies

To avoid misunderstanding in this study, the explanation of terminology in this research are provided below:

1. Deductive and Inductive Instruction said that deductive approach of teaching English grammar refers to the style of teaching students by introducing the grammatical rules first, and then applying example for the students. Deductive instruction in this research is applied by presenting the rules first, then we give some examples. Next, we ask students to make other examples based on the rules has been taught.

In inductive approach, we show their students a series of examples, then guide them toward noticing a pattern and coming up with the generalization or concept rule. In this research, inductive instruction is expected to build student

creativity. We give some examples to the students then ask the students to find the grammar rules.

Grammar Ability According to Purpura (2005), grammar ability or grammatical ability is the combination of grammatical knowledge and strategic competence; it is specifically defined as the capacity to realize grammatical knowledge accurately and meaningfully in testing or other language-use situations. By grammar ability we mean in this research the capability of students to finish the task and test given in English correctly.

Research Design

In this research, we used experimental research design because it is most appropriate to measure the grammar ability from the object of research. A pre-test and a post-test were employed in this study. There were two classes that were taught using inductive and deductive approaches separately. The independent variable was the treatments (inductive and deductive grammar teaching technique), while the dependent variable was students' grammar ability. This research covered a period of two weeks and include two sessions of both teaching and testing.

Population and Sample

The practical part will be carried out at the Secondary School No. 15 in Rivne in academic year 2023-2024. The experiment will take place in the third-grade class composed of twenty pupils who attend English lessons four hours a week. English is the first foreign language they have learned at school. Despite a common curriculum, the English proficiency level of these pupils is not homogeneous – as can be expected. Some of the pupils achieve very good marks whereas others are still struggling to get pass marks.

The sample of this research was two classes of the the third form. The samples were class 3-A (20 students) and 3-B (22 students). The classes were chosen using cluster random sampling. Cluster random sampling is a technique where the entire population is divided into groups or “clusters”, then the clusters are randomly selected (Chaturvedi, 2009). The researcher used lottery to choose the two classes of the sample. The steps as follows:

- a. Write all name classes of student on a small piece of paper
- b. Enrol the papers
- c. Put the rolled papers into a box
- d. Shake the box and take two rolled papers.

The first rolled paper received deductive instruction, while the second rolled paper received inductive instruction.

Objective of Study

The objective of this study is to find out which instruction (inductive or deductive) gives better effect to improve students' ability in grammar.

Research Question

According to the issues mentioned above, a research question has been made: which instruction (inductive or deductive) gives better effect on students' grammar ability?

Process of Data Collection

The process of data collection is explained bellow:

1. Deductive Instruction

In the first meeting, I came to the class together with English teacher. After that I introduced herself to students and explained the aims of teaching for two meetings. Then, I checked students' attendance list and called their name one by one. After some minute, I asked students to take a pre-test. The pre-test took 30 minutes long. Next, I asked students whether they familiar with the question on the pretest, but nobody answer. I wrote "SIMPLE PRESENT TENSE" on the white board, and started to explain its function. I wrote the affirmative, negative, and interrogative pattern of simple present tense and their examples on the white board. Then I allowed the students to ask question related to the pattern.

Next, I asked the students to mention some verbs. Then together with the students I created new examples. After that, I asked students to make an example of simple present tense together with their deskmate. Next, I pointed some students randomly and asked them to present their work. The works were corrected by other students and me. In second meeting, same as first meeting, I greeted students,

checked the students' attendance list, and gave them motivations to learn English. I asked students about materials that they had been learnt in previous week. Some students answered that subject I, You, We, and They did not need 's' in their verbs. The teacher then praised the students' answers. Next, I asked students to make examples of simple present tense. After some minutes, I asked representative students from each sitting row to present the examples they had been made. Afterward, students together with me reviewed the materials that had been learnt. I then gave the students some minutes to spend in order to help the students feel ease and reduce the potential impact of anxiety on their performance. Then a post-test was given.

2. Inductive Instruction

In the first meeting of inductive instruction, I introduced herself checked students' attendance list, recited doa together with the students, and explained the purpose of teaching for two meetings. Then, I gave the students a pre-test.

The pre-test took 30 minutes long. After pre-test, I gave students an affirmative example of simple present tense. Then, the students were asked to analyze and find out the grammar rule in example given by me. No one can find the pattern, so I asked students to categorize the words in the example. The students next tried to categorize 'subject', 'verb', and 'object/complement', and found the pattern of the example. Students discussed about the pattern together with me. After some minutes, students were asked to make other examples from the pattern they had been found. I then asked some students to present their work. The works were corrected by me and other students.

In second meeting, I greeted and checked students' attendance list. Next, I gave an example of negative and interrogative simple present tense. I asked the students to find the grammar rule by categorizing the word. After the rule was found, students were asked to make other examples from the rule. Then the students were asked to present their work. As representative, two students from each sitting row presented their work. The work then checked and corrected together. Least, I gave the students some minutes to spend in order to help the

students feel ease and reduce the potential impact of anxiety on their performance. Then a post-test was given.

To determine the effectiveness of learning English grammar through inductive and deductive instruction, we have done an experiment the purpose of which was to identify a comparative study between teaching students using deductive and inductive approaches to improve students' ability in grammar.

According to the issues mentioned above, **the research question** has been made: which instruction (inductive or deductive) gives better effect on students' grammar ability?

The pre-test of inductive class showed that there were three students who got 50, and there were sixteen students who got score more than 50 on the post-test. Only one student who got perfect score after treatment. The mean score of pre-test was 37.05, and increased up to 71.30 on the post-test. It suggests that inductive instruction can increase students' grammar ability.

There were 20 students in deductive class. All students presented and took the pre-test and post-test. On the pre-test, there were only two students who got score more than 50. After the post-test, there were fifteen students who got the score more than 50. There were three students who got perfect score on the post-test.

Overall, students' mean score increase from 35.50 on pre-test to 67.75 on the post-test. This result implied that deductive instruction also can increase students' ability in grammar. Also, scientific observations during teaching practice have shown that inductive approach is more suitable for young learners. Primary students are better at learning grammar structures from examples rather than learning them deductively.

CONCLUSION

This present study investigated whether pupils who were taught grammar through the inductive approach would do better than those taught through the deductive approach. Based on students' score after receiving deductive and inductive instruction, some conclusions can be drawn as follow:

1. Inductive instruction gives better effect on students' grammar ability than deductive instruction.
3. There is no significant difference between both different approaches in improving students' grammar ability.
4. The teachers of English Language should adopt the inductive teaching approach to teach grammar because it helps students to grasp grammar rules easily.
5. Effective forming of grammar skills depends on training. Training is of great importance to realize the grammar item. The teacher must use a lot of training exercises for the assimilation of grammar.
6. The teacher should provide the motivation of learn English, encourage children to communicate and remember that the correction of errors in the early stages of a language course may foster the following negative aspects:

In addition, according to the conclusions above, there are some suggestions are also made for teachers: 1) Teachers have several responsibilities in helping their students to understand grammar; 2) Different background of students may need different approach of instruction; 3) The collaboration between inductive and deductive instruction may lead better performance on students' grammar ability; 4) The teacher should realize the role of the individual approach to teaching young learners.

We hope that the finding of this study will be employed as a starting point of the future research studies on similar topics. We believe that this research is still imperfect and still need further discussing by next researchers who want to raise the similar case. Therefore, we would like to accept any constructive suggestion to make this research better.

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