

## GRAMMAR AND ACCURACY IN LANGUAGE TEACHING

Odiljonova Makhsuma Sadirdin qizi  
Andijan State University, Second Year-Student

Zebiniso No'monova Usmonjon qizi  
Andijan State University, Teacher

### ANNOTATION:

**This article deals with the problems of fluency and accuracy in teaching English. It studies the ways of teaching grammar and the importance of accuracy in teaching the English language.**

**Keywords: fluency, accuracy, deductively, inductively, principles, approach.**

### INTRODUCTION:

Teaching grammar should be based upon the following principles: conscious approach to the teaching of grammar. This 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, / can see a book. I can see many books. The man was asked for your telephone number.

The teacher draws pupils' attention to the new element in the sentence pattern. The teaching point may be presented in the form of a rule, a very short one. It is usually done in the mother tongue.

There are two main ways that we tend to teach grammar: deductively and inductively. Both deductive and inductive teaching have their pros and cons and which approach we use when can depend on a number of factors, such as the nature of the language being taught and the preferences of the teacher and students. It is, however, perhaps generally accepted that a combination of both approaches is best suited for the EFL classroom.

Deductive teaching is a traditional approach in which information about target language and rules are driven at the beginning of the class and continued with examples. The principles of this approach are generally used in the classes where the main target is to teach grammar structures. For instance, these principles are convenient for the classes that grammar translation method is applied (Nunan, 1991).

According to Thornbury's three basic principles a deductive lesson starts with presentation of the rules by the teacher. Secondly teacher gives examples by highlighting the grammar structures. Then students make practise with the rules and produce their own examples at the end of the lesson (Thornbury, 1999). For example: A teacher writes examples of simple present and simple past sentences on the board. The teacher then proceeds to explain the differences between present and past in English. Once the lecture is complete, worksheets are handed out and students are asked to convert simple sentences from present to past.

Although a little less effective than inductive teaching, benefits to the deductive approach are:

- Time in the classroom is spent only on the language principle.
- Most material can be easily taught this way.
- It encourages faster learning of material

Nunan (1999) identifies inductive approach as a process where students discover the grammar rules themselves by examining

the examples. In an inductive approach it is also possible to use a context for grammar rules. "An inductive approach (rule-discovery) starts with some examples from which a rule is inferred." – Thornbury, 1999. That is to say, students explore the grammar rules in a text or an audio rather than isolated sentences. Thornbury (1999) notes that in an inductive approach students are provided with samples which include the target grammar that they will learn. Then students work on the examples and try to discover the rules themselves. When students obtain the grammar rules and they practice the language by creating their own examples.

For example: A teacher writes on the board a few examples of simple present and simple past sentences. The teacher then asks the students what differences they notice in the sentences. The students discuss the differences and maybe even try converting some simple sentences from present to past on their own. Finally, the teacher explains the rule for converting sentences from past to present.

Although inductive teaching takes longer than deductive, many educators agree it is a very efficient method in the long run. Benefits include:

- Student interaction and participation.
- Students rely on their critical thinking to figure out the language.
- Students gain deeper understanding of the language.

These two approaches have been applied to grammar teaching and learning. A deductive approach involves the students being given a general rule, which is then applied to specific language examples and honed through practice exercises. An inductive approach involves the students detecting, or noticing, patterns and working out a 'rule' for themselves before they practise the language.

A deductive approach is based on the top-down theory which the presentation and

explanation of grammar rules take the precedence over teaching. The language is taught from the whole to parts so students understand the grammar rules and structures firstly. Next, they see the examples provided by teacher and finally they begin to produce their own examples.

In contrast to this an inductive teaching is based on the bottom-up theory which accepts the view that language students tend to focus on parts rather than the whole. For this reason, teaching process begins with a text, audio or visual in a context. Secondly students work on the material to find the rules themselves. In the final stage, they give their own examples. (Block, 2003)

In a deductive approach students are passive recipients when teacher elicits the rule on the board. However, in an inductive approach they are active as they are responsible for exploring the rules themselves. That is to say, while the process of learning is experimental in inductive approach it is more traditional and descriptive in deductive approach. According to Thornbury (1999), the class where students involve in the lesson actively is quite reasonable since it provides more comfortable and motivating environment for them. He also remarks that an inductive teaching supply more profound knowledge of language as student's study cognitively in order to discover the rules. It has been pointed out that when students take place in the learning process actively so as to discover the rules they develop their autonomy which makes them good language student (Hinkel and Fatos, 2002).

Additionally, it has been suggested (Shaffer, 1989) that when grammar is presented deductively it will be easier for students to understand the written or spoken form of language as students aware of the rules. For example, when students read a text with present continuous they are able to

comprehend the text deeply since they have known the rule of present continuous tense. Also it is remarked that it is unnecessary to apply inductive approach if the grammar rules are quite simple, but complex grammar items should be taught inductively in order to demonstrate usage of the rules in sentences clearly (Larsen-Freeman, 2003).

One another significant difference is the role of the teacher. In a deductive teaching teacher is the authority in the classroom. The main role of teacher is to present the new grammar item to the students. Second role is to prepare exercises for the students. Teacher is the organiser and controller of the classroom. Conversely in an inductive teaching teacher behaves as a guide and helper while students study the grammar rules themselves. It appears that while deductive approach is teacher-centered and traditional, inductive approach is student-centered.

Applying deductive or inductive approach while teaching grammar depends on student variety in the classroom. All students are different and they learn in different ways. For instance, their needs, ages, backgrounds and levels are the factors that are taken into consideration by the teacher for choosing suitable teaching strategy. To illustrate this, Brown (1994) remarks that adult students are tend to deal with the rules when they use target language since their mentality is able to

think abstract items. He has pointed out that deductive teaching is more appropriate for adult students and meet their expectations as they give more importance to rules when they use the language so presentation of grammar rules firstly is more useful for them. On the other hand, young students are successful in exploring grammar structures from the examples rather than learning them deductively since they are more likely to learn by doing because grammar rules are complex and abstract for them.

Grammar instruction is a difficult issue in language teaching. Teaching grammar through context will help students perceive the structures of the language effectively. If students are given grammatical structures in context, they will be able master the language better. Teaching grammar in context will help students to acquire new grammar structures and forms. Students will use grammatical conventions more effectively in communication if they learn them in context.

#### **REFERENCES:**

- 1) Brown, H. D. (2007). Principles of Language Learning and Teaching (5th ed.). White Plains, NY: Longman.
- 2) Chan, Z. (2013). A systematic review of critical thinking in nursing education. Nurse Education Today, 33(3), 236–240.