

## VARIOUS GRAMMAR TEACHING TECHNIQUES AND ACTIVITIES

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### ABSTRACT:

**This article deals with the process of working with grammatical material and its improvement depending on the grammatical material, learning conditions, and the teacher's teaching style. There are also given the basic approaches to teaching grammar. A concrete presentation can provide a foolproof understanding of grammar concepts, ideas and rules. Remember, grasp ability, clarity and simplicity must be ensured.**

**KEYWORDS: various grammar, visual learning, thinking, writing, discussing, analyzing, planning, reporting.**

### INTRODUCTION:

Grammar teaching has often been regarded as a structure based formal activity. For effective teaching to take place, a good method must be adopted by a teacher. A teacher has many options when choosing a style by which to teach. The teachers may write lesson plans of their own, borrow plans from other teachers, or search online or within books for lesson plans. When deciding what teaching method to use, a teacher needs to consider students background knowledge, environment, and learning goals. Teachers are aware that students learn in different ways, but

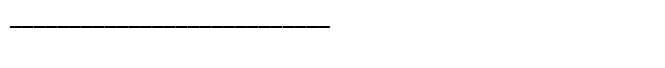
almost all children will respond well if praised. Students have different ways of absorbing information and of demonstrating their knowledge. Teachers often use techniques, which cater to multiple learning styles to help students retain information and strengthen understanding. A variety of strategies and methods are used to ensure that all students have equal opportunities to learn. After the integration of several sources and techniques, which are mainly based on communicative activities, the teaching of grammar gained a new insight. In the teaching of grammar, technique-resource combinations are often modified to structure-discourse match and if well developed, they can be used effectively for all phases of a grammar lesson. In order to make a grammar lesson effective, beneficial, and interesting a teacher should use some well-developed and fascinating techniques in the classroom. In the present paper, the examples of such integrated sources and techniques, the use of songs, games, charts and drawings activities will be clarified and several examples will be provided. Visual learning is among the very best methods for teaching students of all ages how to think and how to learn. Visual learning helps students: make abstract ideas visible and concrete; connect prior knowledge and new concepts; provide structure for

thinking, writing, discussing, analyzing, planning and reporting; focus thoughts and ideas, leading to understanding and interpretation.

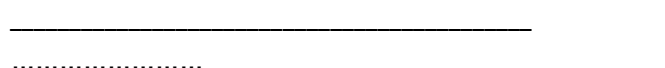
Visual learning is a proven method in which ideas, concepts, data and other information are associated with images and represented graphically. Charts and graphs are some of the techniques used in visual learning to enhance thinking and learning skills.

Charts and graphs – are visual elements often used to point readers and viewers to particular information. They are also used to supplement text in an effort to aid readers in their understanding of a particular concept or make the concept more clear or interesting. They are used to make it easier to understand new grammar structure and are useful for clarifying relationships between different parts of speech. A visual representation can often be clearer than a verbal one to introduce a tense. This is especially true where students do not have similar tenses system in their mother tongue. David Cross offers the following commonly used system of depicting some verb tenses. Time can be shown by a line across the board. An arrow pointing down indicates this moment now. To the left of the arrow is past time, to the right is the future. A cross indicates a single event, a row of dots denotes an action that lasted or will last for a period of time. The uses of most tenses can be shown and contrasted pictorially on such time line, as shown in the following examples.

1. He used to smoke. (in the past, not any more)



2. She works in the market. (Did in the past and will continue in the future)



4. He got up at six o'clock. (In the past, a single event)

5. I've been teaching for a long time. (Started in the past, still doing it today)

6. We'll travel by plane. (In the future)

This is by no means the full range of tenses, but once you have grasped the idea you will be able to use the technique to introduce others the same way. You can also use a time scale to show concepts like: for two months, since April and from March to mid-June. This is done in the following example: February March April May June July .....

Visual learning helps students:

Clarify thoughts Students see how ideas are connected and realize how information can be grouped and organized. With visual learning, new concepts are more thoroughly and easily understood when they are linked to prior knowledge. Organize and analyze information Students can use diagrams and plots to display large amounts of information in ways that are easy to understand and help reveal relationships and patterns. Integrate new knowledge According to research, students better remember information when it's represented and learned both visually and verbally. Think critically linked verbal and visual information helps students make connections, understand relationships and recall related details. Visual learning is a proven method in which ideas, concepts, data and other information are associated with images and represented graphically. Charts and graphs are some of the techniques used in visual learning to enhance thinking and learning skills.

### Explaining Grammar Using Objects

It is known that lessons become more interactive with the use of objects. Objects brought into the classroom not only liven up the context but provide some kinesthetic, hands-on dimension to your teaching. Although teaching grammar through the use of objects might sound complex and complicated, it is really quite simple. A little thought and effort can actually make a big difference to how well a student understands the facts and information presented. A concrete presentation can provide a foolproof understanding of grammar concepts, ideas and rules. Remember, grasp ability, clarity and simplicity must be ensured. The use of objects as assistive devices in the classroom therefore seems indispensable to make the integrated system of education more efficient and fruitful in the real sense of the term. They provide an entry point into the subject that allows student to initially anchor their understanding of new grammar terms to concrete entities. Objects brought into the classroom not only liven up the context but provide some kinesthetic hands-on dimension to your teaching. To teach the possessives to beginning level students, for example, bring in a few things like: a necklace, a purse, some glasses. Then ask students each to put two or three of their own things on their desks. Then do something like the following activities.

Activity 1. Talk about possessions. This/that is my handbag. This/that is Gina's pen. These/those are Paul's glasses. That/this is Mark's watch. Those/these are Julia's earrings. This/that is Colin's wallet.

#### Activity 2

Work with a group. Ask questions about things in the classroom.

- 1) A: Excuse me. Is this your handbag?
- 2) B: No, it's Lucy's. / Yes, it is. Thank you.
- 3) A: Excuse me. Are these your glasses?

- 4) B: No. They are Paul's. / Yes, they are.  
Thank you.

#### Activity 3

Match the people with the things.

- |          |                 |
|----------|-----------------|
| 1. Lucy  | a. glasses      |
| 2. Colin | b. English book |
| 3. Paul  | c. handbag      |
| 4. Mark  | d. wallet       |
| 5. Julia | e. pen.         |
| 6. Gina  | f. earrings     |
| 7. Tony  | g. gloves       |

### Clarifying Grammar Using Maps and Other Simple Drawings

Maps – are practical and simple visual aids in the classroom. Useful for jigsaw, information gap, and other interactive techniques, they can also serve to illustrate certain grammatical structures. Maps are effective illustrations that can provide students with a general overview of information. They can also help students understand and memorize new grammar items. It is now widely accepted that people have a better memory for images than for words. The combinations of words and images that are not simply decorative have been found to facilitate learning, understanding, remembering and performing. Images can help students select, structure, synthesize and integrate information in a meaningful way. Simple drawings help students with language processing deficits by visually presenting the most important information and eliminating information that is not as critical. This helps students focus and to place information into a mental framework without excess language processing demands getting in the way. Maps can help students link new grammar structure to prior learning and provide a foundation to link future learning. For example, maps can stimulate learners' use of:

- Prepositional phrases (up the street, on the left, over the hill, etc.)

- Question information (where, how do I get to .., can you tell me., is this., etc.)
- Imperatives (go, walk, look out for, etc.)

In order to enhance grammatical explanations the use of simple drawings maybe suggested. They can provide effective practice in giving directions and stating locations. In order to do this, you might begin by using the following drawing, modeling the expressions which follow.

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