Grammar Teaching-Learning Techniques or Strategies

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ABSTRACT:Teaching as well as learning grammar is regarded one of the crucial and big issue in language classes for teachers as well as learners. Learning good grammar also helps in improving communication as well as writing skills. Due to this, the going on study introduces some new techniques and strategies to teach English grammar. These techniques has been introduced because of certain interest and experience in teaching grammar of English. Moreover, all the information or material to this going on study about grammar teaching-learning techniques or strategies has been obtained by college level learners enrolled in the English language classes. All the tasks or lists of the words that had been applied on the learners are also presented in tables and results have been presented in table. This study has introduced some new techniques of teaching-learning grammar as well as to know the impact of their use on the learners to learn English-Grammar.

KEYWORDS: Grammar; Teaching-Learning; Techniques; Strategies.

1. INTRODUCTION

Grammar in language teaching-learning cannot gain value or prominence without its relation with English as foreign or second language just like it, without an effective grammar's knowledge, a language's learners, specifically English cannot develop their communication as well as writing skills, in teaching grammar, rules are taught to the learners of a language which are known as the sentence's patterns. As user states, in learners' case, rules of grammar make them able to know or apply that how these sentence's patterns can be arranged. Teaching-leaning grammar's focus must be the grammatical sentences or items' arrangement correctly (1999). On the other hand, teaching of grammar must encompass a language structure and sentence's patterns, their meaning or use. Furthermore, it is thought that grammar can furnish as basis of a language and its skills' i.e. listening, reading, writing and speaking. In listening as well as speaking (Widodo, 2004), grammar always plays an important part to express and improve spoken language (or expressions) whereas in learning a language grammar is always considered most important and necessary in order to get capability to produce grammatical utterances of a language which are acceptable (Corder, 1988). Within reading skill, with the help of understanding good grammar, learners become able to comprehend sentence's interrelationship within the paragraph, passage or the text. In writing, grammar helps the students for putting their

all kind of ideas in the form of sentences in order to communicate successfully by writing something. In the matter of vocabulary, grammar's knowledge also provides an easy pathway for the learners that how the lexical kind of items can be combined in the form of good and arranged sentences to make them meaningful or in form of communicative or expressions type of statements. According to Doff, through learning grammar learners may express the meaning through the sentences as well as clauses or phrases (2000). "Richards" and "Long" (1987) explains that it is undeniable that the grammar plays the main role in the 4 language's skills or vocabulary for establishing the tasks of communication. In EFL's context, teaching of grammar was traditionally always dominated by the Grammar-Translation method in which mother tongue's use is much important for eliciting meanings to the target language in order to translate target language in the native language e.g. Rodgers and Richards (2002) and Larsen-Freeman (2000) express that in this method students are urged for learning grammar rules as well as target language's vocabulary. Anyways, when the learners write or when they speak, show errors. For providing them help in applying grammar's rules in the form of communication's tasks or skills is much challenging. The teachers can be benefited from some new alternative techniques or strategies of teaching-learning to teach grammar in order to integrate the structure of grammar in the form of other kind of language's skills in that way so that a language learning goal can ultimately be achieved. Moreover, in the present research, the researcher has proposed some new techniques or strategies to teach or learn grammar as well as to create interest of the learners in learning grammar effectively and for the ease of the teachers; these useful techniques have been explored to teach English-grammar easily. The explored techniques or strategies have been expected an easy pathway to the English teachers for teaching or learning grammar as well as tenses at the level of college, elementary school and even at university level.

2. TECHNIQUES OR STRATEGIES OF TEACHING GRAMMAR

Schmeck explains that strategies for learning any kind of language can also be called techniques which the learners or teachers use for the purpose of their language's development (1983). There are a lot of techniques or strategies for teaching grammar. Some of the techniques or strategies which have been incorporated in the language class are not new but it can be called an old method's extension to teach grammar. Yet mostly are completely new.

2.1 Story-Technique

 Story-Strategy is really very useful to learn grammar much effectively. It was told to the students to create any story by using the given list of words by using a tense because after that it will be much easy for them to learn or remember that tense which they want to learn.

2.1.1 Film making or Role playing technique

The students always are much excited and fascinated to play role in making a film or movie. If they are told to use tenses in order to make a short kind of film for your role playing, they will

excitedly come forward to participate in it. Further, to learn grammar by making film and playing role really proves helpful to the learners for getting good command on grammar.

2.1.2 Table-comparison (Practice in the form of comparison or changing of one tense into another)

This technique was also proved successful in English language classes to improve grammar. The students were instructed to make a table of tenses by explaining helping verbs + the form of verb used in the particular tense and also by changing present tense into past and future with the help of 2nd table of examples in order to clear concepts of the students about grammar and tenses.

2.1.3 Dialogue-to-Dialogue technique

In this strategy learners were required to arrange a short dialogue activity by using a specific tense in their dialogues and two students (minimum) wrote their own dialogues (minimum 5 dialogues for each of the learners) and then presented face to face in front of class, it became the source of motivation for all the class and learners and they participated actively to improve their grammar effectively.

2.2 Materials and Sample

40 college students which were enrolled in the English-Language classes were provided the booklet of general type of instructions, lists of some English words for grammar-learning strategy (Story preparing). Students were instructed to use all of the strategies or techniques as well as the provided booklet also have these same kinds of instructions. And the learners were also instructed that three minutes will be provided to learners to read each of the strategy, 15 minutes they will have to read the word's list and that they will also write down strategy's name that they would use for learning the particular tense which they wanted. All of their activities were observed by the researcher and data collected from the learners and the results are shown descriptively with support of percentages.

LIST OF TECHNIQUES (SAMPLE OF RESEARCH)

- story technique
- Role play or film making technique
- Table-comparison (practice in the form of comparison or changing of one tense into another)
- Dialogue-to-Dialogue technique

2.2.1 ACTIVITY (story-technique)

This activity was divided in the different parts i.e. the 1st part consists tense's introduction, usage of that tense as well as structure as for example, the Present tense, its related other tenses 2nd part

consists the words, given to students e.g. **Chair, table, glass, cat, fish, dog**. 3rd part consists writing a strange story by using the given words.

Example (Story):

"A noble man lives in a forest; he has made a farm there for himself, in that form he has pets like dogs as well as cats. The man has the pond full of fishes. He is also making a chair and a table to sit and he always drinks water in a glass of clay which he has made himself".

After making or writing the story, the students became familiar to the right particular tense's usage. Make them able to get command on English then they visited laboratory, there a software (EGU, English Grammar in Use) was installed by the researcher that contains the plenty of different grammatical exercises, writing many exercises on pages, board or note books makes them to feel fatigue. Yet on computer they both may do the exercises so quickly without any tension as well as they can know their errors/mistakes without any kind of help as themselves, software shows their answer that it is right or it's wrong when they submit their answers. In the form of wrong answer, the computer gives explanation. Anyhow, it helps to save the learners' time so that they may do work easily. Lastly, while teaching anything, the students' interest should be preferred. Teachers should go along with modern technology to get greatest benefits.

2.2.2 ACTIVITY AND INSTRUCIONS (Film making or Role playing technique)

• A few students were instructed to make a short movie or film.

• A concept or appropriate role was taken by some of the learners.

• Script should be prepared by using tenses and related to concept or topic.

• Script should focus on the particular tense and its structure.

• They should opt all of the incidents which had happened, much probably.

Example

Students' group opt the topic i.e. 'Drugs' dangers on human's health', related to this topic, all the members played each role strikingly. A learner acted like an addict. Other group members tried him to stop. Their focus was on speaking English to perform their dialogues which were presented before them. Due to this kind of task the students become capable for using related tense thoroughly.

2.2.3 ACTIVITY (Table-Comparison)

● Make a table of three columns and show helping verbs + forms of verbs which are used in each tense.

● Make another table and provide examples by using helping verbs and forms of verb, given in table no.1

TASK

Following table no.1 contains helping verbs + forms of verb which are used in present tense which will be compared to past tense:

Table no: 1			
PRESENT (perfect)		**PAST**	
VERBS' FORMS	**HELPING VERBS**	**VERB-FORM**	**HELPING VERB**
3RD form of verb	Has / have	3rd form of verb	had

(Note: superscripts in cell read as "3RD form of verb" and "3rd form of verb")

EXAMPLES

Table related to present-past perfect tenses' comparison example-sentences, by using forms of verb and helping verbs given in table 1:

Table # 2	
Present Perfect Tense's Sentences	**Past Perfect Tense's Sentences**
He has eaten mangoes.	He had eaten mangoes.
They have gone to school.	They had gone to school.

This activity helps the students to clear their concepts as well as to understand the tense structure easily by comparing tenses' structures to each other along with examples.

2.2.4 ACTIVITY (Dialogue-to-Dialogue Technique)

● Two (minimum) students would present a dialogue; 10 minutes would be given to each pair of performers.
● Topics and roles' selection would depend on them for presenting that dialogue.

- Each student would present at least five dialogues from his/her side.
- All the students would perform a dialogue activity by using different tenses.

EXAMPLE

The following table contains topic and dialogue, presented by learners:

TABLE 3

Dialogues' table	
Topic: "A conversation between the teacher and the student about exams."	
Student: Hello Ma'am.	Teacher: Hello dear student.
Student: How are you Ma'am?	Teacher: I am fine and what about you?
Student: I am also fine Ma'am.	Teacher: Have you done your exams' preparation?
Student: Yes Ma'am, I almost have learnt everything.	Teacher: O.K. Good luck for your exams, dear student.
Student: Thank you Ma'am.	Teacher: My Pleasure.

3. RESULTS

For leaning grammar all the techniques or strategies were used by the learners superbly. The students, who practiced these techniques for learning tenses, there results are shown in percentage's form within Table 4.

Table 4: Use of Techniques

Name of Techniques	Percentages
story	28 %
Role or film	50%
Table-comparison	10%

Dialogue	12%
Total	100% (40 learners)

4. DISCUSSION

The story technique was used by 28% learners to remember English grammar and tenses' structures. The total numbers were 4 techniques (STORY, ROLE OR FILM, and TABLE-COMPARISON AND DIALOGUE). The technique that was used the most is the role-plying / film making by 50% after that the 28% learners used story technique, 12% dialogue-to-dialogue and 10% table-comparison as mentioned in table 4. All these techniques helped the learners very well in learning grammar and tenses effectively and the students' interest in English-grammar was also developed and maintained through all of these techniques' activities.

5. CONCLUSION

In other countries or in the whole word, the inductive method is used for teaching grammar but in European countries the focus is not on old methods. In the colleges or schools' of our country, grammar is taught deductively, learners learn grammar by heart but remain unable to apply or use them in real life discourse. This study has introduced various useful techniques to remove the above mentioned issue. Moreover, while teaching, the interest development should not be ignored. In spite of traditional and old methods; we should go along with modern technology as well as techniques to obtain useful results. Furthermore, grammar or tenses teaching-learning is considered too much difficult so the suggested techniques within this research will obviously help the learners as well as teachers to remove their difficulty. The results of the study provide awareness that those who learned or taught grammar of English through introduced techniques found it really very interesting as well as easiest pathway to obtain their aim .

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