



CHARACTERISTICS OF TRADITIONAL APPROACH IN TEACHING GRAMMAR

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Annotation: *The aim of the research is to analyse the traditional approaches and methods used in teaching grammar and to explain the essence of grammar teaching for B1 level learners. These tasks on the basis of the topic are discovered: Analysis of grammar teaching methods; Demonstrate the traditional teaching method and its pros and cons; A review of alternative grammar teaching methods for learners. The main purpose of teaching grammar is to inform students about how language is structured and how to create correct sentences orally and in writing.*

Index Terms – grammar, traditional approach, Grammar Translation Method, teaching grammar, classification, student-centred, teacher-centred, Processing-Oriented Grammar, descriptive process, traditional process.

INTRODUCTION

It should be noted that the President of the Republic of Uzbekistan, Shavkat Mirziyoyev draws special attention to the formation of communicative skills of learners in a foreign language which has an essential role in ensuring the future of the country and its development. In the Decree №4947 of the President of Uzbekistan, Shavkat Mirziyoyev "On Uzbekistan's development Strategy" adopted on February 7, 2017, is mentioned about achieving major improvements of in quality of the general education, facilitating in-depth study of foreign languages, computer science and other popular disciplines.⁴⁶ Learning a foreign language at school is a complex process of forming a communication skill through learning grammar and vocabulary, which starts to coexist and constantly interact with the already developed system of the native language.

II BACKGROUND KNOWLEDGE

Teaching grammar in foreign language classes has always been a main issue which is discussed among language teachers. Each language has unique grammar and native speakers acquire their mother tongue without learning the grammar rules. This is the reason that approaches to teaching grammar are debated.

⁴⁶ Decree of the President of the Republic of Uzbekistan "On Uzbekistan's development strategy" №4947 from February 7, 2017.





“Grammar is partly the study of what forms (or structures) are possible in a language. Thus, grammar is a description of the rules that govern how a language’s sentences are formed” (Thornbury, 1999: 1). Harmer (1987: 1) defines grammar by saying “The grammar of a language is what happens to words when they become plural or negative, or what word order is used when we make questions or join two clauses to make one sentence.” In the past grammar, teaching was seen as the fundamental goal in foreign language classrooms. It was taught to produce correct sentences both written and orally. It was presented directly in text books so that the learners obtained the rules of language first. This type of teaching approach is called deductive teaching which was applied mostly in grammar translation method.

However, grammar teaching approaches have been largely changed from deductive to inductive, because when students are taught in a deductive approach their attention is directed to grammar the rules rather than understanding the language. In an inductive teaching, learners are taught grammar rules as well. However, the aim is allow students to discover the rules themselves from the provided examples. Nowadays an inductive teaching approach is more preferred by language teachers as it is more student-centered. Even though the objective of both approaches is teaching grammar, they differ in the ways of teaching. (Rutherford and Smith, 1988)

The Grammar-Translation Method was prevalent in foreign language classrooms from the mid 19th century to the mid 20th century. It was first introduced in Latin and ancient Greek classrooms in the early 19th century, replacing more communicatively-oriented methods as Latin ceased to be a spoken language. As there was no longer a strong justification for teaching oral skills in the classical languages, the Grammar-Translation Method espoused the goal of developing the ability to read and translate classical texts. By the mid 19th century the method had been adopted for teaching modern languages by German scholars such as Karl Plötz and Johann Seidenstücker, and it quickly spread to classrooms throughout Europe and the United States. Throughout its history, the Grammar-Translation Method was criticized by advocates of more "direct" methods, who claimed that languages ought to be learned by actually speaking and listening to them rather than merely studying about them. One critic went so far as to claim that the Grammar-Translation Method sought to "know everything about something rather than the thing itself" (Rouse, 1925; quoted in Kelly, 1969, p. 53).

III METHODOLOGY

Researcher have used theoretical and practical methods of research in given course paper, such as publishing analysis, prediction of the acquired findings, and approval using the lesson plan in accordance with the course paper's subject. Aside from that, literature searches and qualitative research were done.

The theoretical value of this work lies in the fact that we can use it as a handbook since in this work the above topic is studied in-depth, and examples are given. This





term paper can be a good guide for a lecture on methodology subject for teaching grammar.

In the first, the teaching process is descriptive and traditional, while in the second it is entirely based on experience. Also, the traditional method used in teaching grammar is the grammar translation method. In this process, grammar is taught in the process of teaching by translating into the native language, as well as by comparing the grammatical similarities and differences between the two languages. Nowadays, student-centered approaches are more preferred because students learn more effectively when they are actively involved in the lesson.

IV DATA COLLECTION AND ANALYSIS

The traditional approaches to teaching grammar are problematic, as they require students to produce output immediately, as demonstrated in the following diagram:

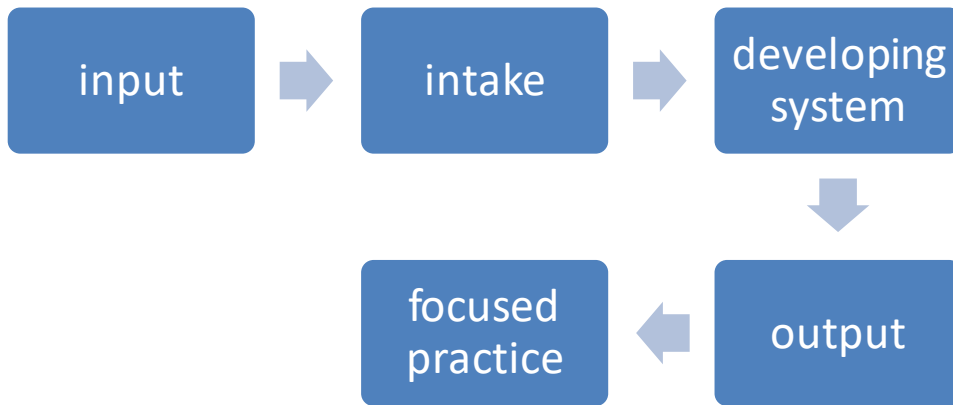


Diagram 1. Traditional Practice in Grammar

While they do agree that production can help with fluency and accuracy, it is not the means by which the grammar develops in the internal system. Early production is problematic, they argue, because acquisition involves the creation of an implicit linguistic system, one that exists outside of awareness. This developing system is dependent upon input, and happens when learners receive and process a significant amount of input that is both comprehensible and meaningful.

As opposed to traditional grammar teaching which emphasizes production, it is proposed as a new kind of grammar instruction called processing instruction that focuses on input and how learners process input.

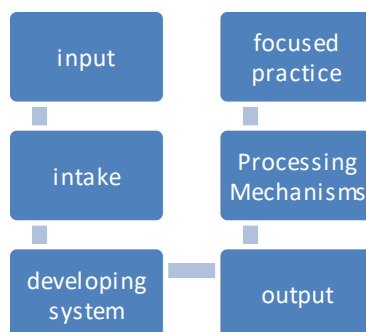




Diagram 2. Processing-Oriented Grammar Instruction

In this diagram, learners are first given information about a particular linguistic structure or form. They are then provided with information about how a particular processing strategy might negatively affect their learning of the form or structure. Finally, learners are encouraged to process the form or structure using structured input activities. Only after this phase will learners be required to produce output.

There are two different overall methods for teaching grammar, called traditional and functional grammar. Traditional grammar focuses on explicitly teaching students about structuring sentences and the different parts of speech, whereas functional grammar has a strong focus on the context of a text.

V RESULTS

Though it may be true to say that the Grammar-Translation Method is still widely practiced, it has no advocates. It is a method for which there is no theory. There is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology, or educational theory.

The key features of the Grammar Translation Method are as follows⁴⁷:

- 1) Classes are taught in the mother tongue, with little active use of the target language.
- 2) Much vocabulary is taught in the form of lists of isolated words.
- 3) Long elaborate explanations of the intricacies of grammar are given.
- 4) Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- 5) Reading of difficult classical texts is begun early.
- 6) Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- 7) Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- 8) Little or no attention is given to pronunciation.

Advantages	Disadvantages
<p>1) The target language is quickly explained in GTM. Translation is the easiest way of explaining meanings or words and phrases from one language into another.</p> <p>2) Teacher and students are easy to communicate/It does not need native language Teacher's labor is saved. Since the textbooks are taught through the</p>	<p>1) Direct translation is widely regarded as an inefficient way of becoming fluent in any language.</p> <p>2) Ineffective Method In the Grammar Translation Method the teaching of the second language starts with the teaching of reading. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.</p>

⁴⁷ <https://sites.google.com/site/knowledgeispower/traditional-methods-and-approaches-of-language-teaching>





<p>medium of the mother tongue, the teacher may ask comprehension questions on the text taught in the mother tongue.</p> <p>3) The students easy to understand because of grammatical lessons.</p> <p>ESL students taught successfully under the grammar translation method will have the ability to translate even difficult texts from their native language into English.</p>	<p>3) More Importance on Grammar Rules than on Meaning</p> <p>Exact translation is not possible. Translation is, indeed, a difficult task and exact translation from one language to another is not always possible.</p> <p>4) Slow Learning Rate and Making Learners Think in L1</p> <p>It does not give pattern practice. A person can learn a language only when he internalizes its patterns to the extent that they form his habit.</p>
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Table 1. Advantages and disadvantages of GTM

VI. DISCUSSION AND CONCLUSION

Teaching grammar is an important part of the language learning process. Grammar is always taught in the traditional way, and the tradition of continuous teaching is preserved. One of the most traditionally used methods is the Grammar translation method. The essence of this approach is that the grammar of the language is presented explicitly by rule (generally in the native language of the student), with example sentences in the target language. The grammar-translation method is a [method of teaching foreign languages](#) derived from the classical (sometimes called traditional) method of teaching [Ancient Greek](#) and [Latin](#). In grammar-translation classes, students learn [grammatical rules](#) and then apply those rules by [translating](#) sentences between the target language and the native language. Advanced students may be required to translate whole texts [word-for-word](#). The method has two main goals: to enable students to read and [translate](#) literature written in the source language, and to further students' general intellectual development. It originated from the practice of teaching Latin; in the early 16th century, students learned Latin for communication, but after the language died out it was studied purely as an academic discipline. When teachers started teaching other foreign languages in the 19th century, they used the same translation-based approach as had been used for teaching Latin. The method has been criticized for its shortcomings. The student:

- learns this rule by studying the example sentences;
- translates sentences exemplifying the rule into his language;
- translates sentences from his language into the target language.

There are two main goals to grammar-translation classes. One is to develop students' reading ability to a level where they can read literature in the target language. The other is to develop students' general mental discipline.

Teachers are just guides because grammar Translation deals with the memorization of rules, manipulation of the morphology and syntax of the foreign language.





It requires few specialized skills on the part of teachers because test of grammar rules and translation are easy to construct and be objectively scored.

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