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АНГЛІЙСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ В ЗАГАЛЬНООСВІТНІХ
НАВЧАЛЬНИХ ЗАКЛАДАХ ЗАКАРПАТТЯ**

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**METHODS OF TEACHING GRAMMAR OF MODERN ENGLISH AS A
FOREIGN LANGUAGE IN SECONDARY SCHOOLS OF
TRANSCARPATIA**

Bachelor's Thesis

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014 Secondary education. English language and literature

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INTRODUCTION

A foreign language can be learnt in both official and informal settings, such as at school or at home. A person may speak two or more foreign languages. Learning a foreign language is easier in childhood. Children can memorise easier new words and phrases and learn grammatical structures with the inductive approach (Hoque, 2017).

Grammar instruction is crucial in the subject of English language teaching. The foundation of the English language is grammar which is not gained spontaneously, but rather via instruction. Grammar determines the syntax or word ordering that are permitted in a language at the sentence level. It also governs factors like number and person agreement between the subject and predicate at the subsentence level. Some students may have a more scientific learning style than others when it comes to grammar, but if one wants to utilize the English language properly and fluently, he must understand grammatical principles (Larsen-Freeman, 1995).

Learning grammar is challenging for those who learn a language as their second or foreign language. Different learning and teaching methods can be used in order to learn language effectively. Teachers can choose between deductive and inductive approaches when teaching grammar. Over the past century there has been a dramatic increase in the inductive approach because with this approach children can discover the rules of grammatical topics. As the deductive approach is a more complex one, it needs explanation firstly and after comes the practice (Larsen-Freeman, 1995).

Teaching grammar has undergone significant changes, and the importance of teaching grammar has been viewed in various ways over time. In addition to national trends, advancements in empirical investigations undertaken by foreign language acquisition experts have influenced its relevance. These influences shifted attitudes toward teaching grammar from one of prioritizing grammar instruction to one of neglecting grammar instruction, and finally to a recent reassessment of the importance of grammar instruction (Richards and Rogers, 2001).

The current paper helps to overview and analyse the process of teaching grammar of the English language; moreover, different techniques, methods and approaches are summarised in this study. This paper sets out to identify the difference between deductive and inductive approaches of language teaching as well as their advantages and disadvantages. Many recent studies have focused on the usage of these methods while teaching different grammatical topics. This paper shows the teaching of the passive voice in two different ways, as well as compares them in teaching the tenses in passive. It gives a detailed overview of teaching the passive voice using deductive and inductive approaches.

A considerable amount of academic literature has been published on teaching grammar and on the usage of different techniques and approaches of language teaching. The major contribution to the field was made by Azar (2007), Berendse (2012), Pérez-Llantada and Larsen-Freeman (2007), Ur (1996), Harmer (2007) etc.

The **object** of this paper is to show the approaches and methods of teaching grammar of modern English.

The **subject** of the bachelor thesis is to highlight the most vital grammar teaching approaches while learning English grammar in secondary school in Transcarpathia.

The **aim** of this study is to give a detailed overview of teaching grammar and to analyse the attitude of English teachers of secondary schools in Transcarpathia toward the process of teaching grammar.

The **tasks** of the paper are as follows:

- to give critical analysis of the relevant academic literature;
- to develop the theoretical and conceptual framework to the given study;
- to study the teachers' attitudes towards the language teaching approaches;

The methods employed in the study are analysis, comparison, classification, generalization. In order to evaluate the effectiveness of teaching grammar the method of questionnaire was used. Several schools were selected for this study in Transcarpathia. Twenty-seven English language teachers took part in the research, from which five teachers have been teaching English language for more than ten years. These teachers teach in different grades, where the mother tongue of the learners either Hungarian or Ukrainian. The schools are located in different parts of Transcarpathia, which contributed to the effectiveness of the research. While investigating the topic, the following hypotheses were formulated:

- The acquisition of grammar depends on the introduction.
- Grammar is mostly explained in English by the teachers.
- According to language teachers, firstly grammar should be taught and then comes the practice part.

The course-paper is made up of an introduction, 3 parts, conclusions, resume, references, and appendix. Part 1 provides a theoretical and conceptual framework for the study by overviewing grammar-based teaching, introducing and practicing grammar techniques, methods and techniques of teaching grammar, as well as teaching grammar by means of games. Part 2 provides the theoretical overview of deductive and inductive grammar teaching approaches and examples for teaching grammar using these above-mentioned approaches. Part 3 presents the procedure, results and discussion of the empirical investigation, and pedagogical implications.



The **practical value** of the paper is providing empirical evidence of the usage of the deductive and inductive approaches during the process of teaching grammar.

○

PART 1
THEORETICAL OVERVIEW OF TEACHING GRAMMAR OF MODERN
ENGLISH

The first part investigates the theoretical background of teaching grammar of modern English. It highlights different ways of defining grammar. Several characteristics of Grammar-based teaching (GBT) are mentioned, which places a strong emphasis on grammar as the foundation for the development of all language skills, such as speaking, listening, writing, and reading, as GBT provides English grammar with content as well as a variety of practice opportunities. Introducing grammar during a foreign language lesson is one of the most important issues in teaching grammar. Several techniques and methods of introducing grammar are mentioned in the first part; moreover, numerous ways of practising grammar can be found. Grammar can be learnt by means of games, so the advantages of it are also highlighted in part one.

According to Thornbury (2002), there is no one and only way to define grammar because it might mean very different things to different people. Grammar can be defined as the system and structure of a language dealing with inflexional forms indicating the relationship of words in a sentence. Thornbury (2002) extends the grammar definition to include its functional dimension. He defines grammar as a process for making communication clear when contextual information is lacking. Grammar, on the other hand, is defined by Halliday and Matthiessen (2004) as a language's core processing unit, the powerhouse where meanings are formed. Therefore, Thornbury (2002), Halliday and Matthiessen (2004) emphasise the communication context which helps in creating meaning and thus provides the function of grammatical aspects in use.

It is important to highlight the importance of pedagogical grammar here because it focuses on the ways of grammar teaching. Keck and Kim (2014) define pedagogical grammar as a research domain that is concerned with how grammar can most effectively be taught and learned in the foreign language classroom. They highlight the importance of the three big areas: foreign language grammar acquisition (learning), foreign language grammar instruction (teaching), as well as grammar description, proposing that all these aspects should be taken into account when examining pedagogical grammar (Keck and Kim, 2014).

Grammar is connected to learner identity just like it is connected to any other aspects of language. This supports Larsen-Freeman's (2003) vision of individual identities and the humanness of grammar. If we look into her conceptions of grammar in a more detailed manner, it becomes clear that she does not consider grammar as an area of knowledge but actually as a skill or a dynamic process whereby the students learn how to use grammar meaningfully and communicatively. Grammar is a verb rather than a noun; it is not a thing; it is something people

do. Larsen-Freeman's (2003) calls it *grammaring*. The dynamic nature means that grammar and language change constantly and it is common knowledge that the way we see grammar nowadays is very different from the view of many decades ago. In addition to form and meaning, she argues that teachers should educate their students about the appropriate use of grammatical forms and why certain forms are more appropriate than others in different situations. That way they can ensure that their students also know how to use language appropriately and not just accurately. Hence, *form*, *meaning* and *use* are the three dimensions of language and all of them are component parts of grammaring. However, taking account of all these dimensions in language teaching can be challenging and especially the part of use can cause uncertainty. Larsen-Freeman (2003) points out that non-native teachers, for instance, might not have much experience on this dimension and they might not have been taught about the pragmatics of grammar.

In accordance with Crystal (2003), grammar is comprised of rules which control the way a communication system works. Examples of established rules are:

- 1) subject-verb agreement; in the third person singular, present tense verbs take an *-s*, for example: *She walks to school every day* and
- 2) when an adjective serves as a modifier, the adjective comes before a noun, for example *a red dress* (Crystal, 2003).

Grammar instruction is traditionally defined as the presentation and practice of specific grammatical structures. More comprehensively, grammar teaching is defined as: "Grammar teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it meta linguistically and/or process it in comprehension and/or production so that they can internalize it" (Ellis, 2006, p.84).

1.1 Grammar-based teaching

As reported by Azar (2007), Grammar-Based Teaching (GBT) emphasizes grammar as the foundation for the development of all language abilities, including speaking, listening, writing, and reading. GBT delivers English grammatical material as well as numerous and diverse practice chances (Azar, 2007).

Azar (2007) assembled description of GBT:

- GBT makes clear linguistic information about the structure of the English language available to pupils in order to facilitate fast and otherwise ease their interlanguage development. GBT does not "teach rules," but rather explains how English functions.
- encourages and accommodates a diversity of student language-learning styles by using a number of activity kinds.

- it uses grammar as a springboard for engaging, communicative practice opportunities, combining a grammar curriculum and explicit grammar teaching with communicative approaches (Azar, 2007).
- The goal of GBT is to engage students in communicative practice that allows them to make creative use of target structures (which may or may not occur). Students' ideas, experiences, and real-life events, including the fact that they are in a classroom attempting to learn English, are frequently the focus of communicative practice (Azar, 2007).

Widodo (2006) sums up, that GBT:

- seeks to create awareness and understanding of English structures, i.e., awareness of the form, meaning, and appropriate use of structures.
- helps students develop their interlanguage skills, GBT uses repetition and variation in practice modes to increase familiarity and boost students' comfort with their new language.
- Mistakes are considered as learning opportunities in GBT. In a grammar-based lesson, corrective feedback is a normal and expected component of the process. During interactive exercises, students are encouraged to make their own adjustments and, on occasion, to provide corrective comments to their peers (Widodo, 2006).

Thornbury (2002) adds, that:

- It teaches grammar in a conceptual way while focusing on specific morphology. In other words, students are taught the notion of number, such as how to represent singular and plural in English, as well as how to describe time using verbs. Even if such word is not utilized, students are taught the ideas of subordination and coordination.
- Inductive and deductive reasoning coexist. Students are encouraged to find out grammatical patterns for themselves while simultaneously receiving explicit grammar material. Both methods are beneficial to pupils.
- This gives a detailed description of how English works. It does not teach language in a prescriptive manner, but it does provide use advice, particularly in terms of register, such as casual vs. formal or spoken vs. written (Thornbury, 2002).

1.2 Teaching grammar in foreign language lessons

As reported by Börjars and Burridge (2010), grammar teaching sometimes is an unconscious process, it happens often when children are practicing other language skills, for instance when they

are writing an essay, a grammar problem appears often. They have to decide what tense to use, what form of a word or what type of the article is more preferable. In these kinds of situations, grammar has to be dealt on the spot. In other situations, books are reliable, which are given as a help to the teachers to make their own plans about the topic of the lesson. Every teacher has his own favourite grammar presentation, activities and often use them when they want children to study a particular topic of grammar. Grammar can be introduced in different ways teachers can show students grammar evidence and ask them to work out for themselves how the language is constructed. Teachers also want to provide opportunities for students to practice different grammar topics, and may want to use games to make more practice (Börjars and Burrige, 2010).

Ellis (2006) highlights several fundamental ideas in grammar instruction. To start, some grammar sessions may consist just of presentation (i.e., no practice), whereas others may include simply practice (i.e., no presentation). Second, grammar training may motivate pupils to figure out grammatical norms for themselves. (i.e., no presentation and no practice). Third, grammar instruction may be accomplished simply by exposing students to information that is designed to offer several examples of the goal structure. There is no presentation or practice here, at least not in the sense of stimulating the construction of structures. Finally, grammar instruction can be supplied through remedial feedback on learner errors that occur during communicative activity performance. (Ellis, 2006).

Nassaji and Fotos (2004) emphasise that the notion that grammar should be carried out in instruction (grammar teaching) is explained by these four reasons, based on research on teaching grammar.

1) the 1980s hypothesis that language can be learned without some degree of consciousness has been found theoretically problematic. “Noticing” is necessary in language learning to understand the form.

2) foreign language learners pass through developmental sequences. This suggests that it needs a teaching process to facilitate and scaffold these sequences.

3) there is a vast amount of evidence pointing to the flaws of teaching techniques that focus solely on meaning-focused communication and ignore grammar. Learners could create meaningful, intelligible language in this scenario, but they lacked precision.

4) There is evidence that grammar teaching has a good impact. Grammar instruction has been shown to increase accuracy, rapidity, and eventual level of foreign language learning in various studies (Nassaji and Fotos, 2004).

These factors show that grammar instruction is important and should be considered while learning a foreign language. Broadly speaking, in teaching grammar, there are two approaches that can be applied: deductive and inductive (Nassaji and Fotos, 2004).

1.2.1 Introducing grammar during a foreign language lesson

The introduction of grammar during the foreign language lesson is the most important way of teaching the usage of the language. If a person knows the most important rules of the usage, it helps to communicate without any problems in understanding. The acquisition of grammar depends on the introduction (Soto, Saunders, Broz, Lyon & Nehaniv, 2010).

There is a three-stage process of language acquisition:

1. word sound form detection – children attempt firstly purely phonological part of the task prior to and without involving semantic part
2. word-denotation association – new words are learned by children with very few presentations while adults speak more slowly and often repeat a portion of what has been said during the interaction.
3. logic-based grammar learning – learning is a logical process which need human thinking (Soto, Saunders, Broz, Lyon & Nehaniv, 2010).

Pérez-Llantada and Larsen-Freeman (2007) point out that there are several useful techniques of introducing grammar. The most important is to make grammar teaching context-based. Three major dimensions of linguistic units are need to be emphasized – form, meaning and use. These dimensions need to be taught differently in language classroom while focusing on the learner's attention and on their individual learning challenge at that time. It is suggested to students to pick among the synonyms of a word the most appropriate for the context of the use. For example, there are a lot of synonyms of the word *house*. The advantage of teaching grammar in context, that is can reveal information about structures, word patterns in grammar. The learners will be able to learn using grammar in context (Pérez-Llantada and Larsen-Freeman, 2007).

Hartwell (1985) suggested to teach the usage of grammar with the rules. According to him, firstly grammar, then the usage should be taught with the controlling of the teacher.

The students learning style, educational background and age also have to be taken into consideration. The integration of the grammar teaching has to be taken with the teaching of other skills because, according to Anh, it leads only to the effective learning of grammar during a foreign language lesson. As it is mentioned previously, grammar can be introduced by several different possibilities, either deductively or inductively. The most effective introducing of grammar is introducing while playing, it is one of the ways of introducing grammar inductively (Mahboob & Rahman, 2013).

In accordance with Harmer (2007), for introducing a new grammatical structure, for example present simple, the teacher can hold up a number of flashcards and use the words *dogs, get up, doll, car, table, teacher, uniform*. Children repeat them together and after individually. Here we can also use data projectors, or draw on the blackboard.

The learners see someone's pictures. Some of the pictures are crossed out. The teacher asks them what they think about the person and about the pictures which belong to her. The teacher explains and tells one of the days of the person. She says some sentences about the person and the students have to choose which flashcard or picture is being talked about (Harmer, 2007). The sentences can be the following:

- *She likes dogs.*
- *She gets up at 6 o'clock.*
- *She teaches children.*
- *She wears a uniform.*

When children have guessed that her profession is teacher, then students have to make sentences about her with the help of the flashcards. The teacher makes sentences and gets choral and individual repetition. After that the educator asks them to think of a real person and about his or her job. Students have to make several affirmative and negative sentences about what the person does or does not do every day. During this the teacher is monitoring their work and offering help. The pupils read out their sentences and the other members of the group have to guess what kind of profession is it (Harmer, 2007).

1.2.2 Practicing grammar

The most important part of language learning is practicing it from day to day. Because without practice many things may be forgotten, which we have already learnt. Learning a language requires regular practice and revision. It is more useful to learn little and often than to study for hours at a time once every few weeks (Harmer, 2007).

Practising grammar can be done in different ways. Learners can do exercises, play games, listen dialogues or imagine a situation and tell it. These various ways all help them to memorise the grammatical structures (Harmer, 2007).

Lotfi (2019) enumerated several reasons for practicing:

- practice reinforces student's understanding of grammar
- it gives students an opportunity to use new grammar. It helps not only to know but to use it in communication
- repetition enables students to recall it and to use it in communication
- reinforces student's understanding of grammar under study (Lotfi, 2019).

Hinkel (2011) stated that there are several ways/techniques can be mentioned during practicing of the language. Although, firstly the design of the practice activities has to be discussed. A practice activity has to fit to these criteria:

- Validity. The test item has to test what it claims. In case of grammar, if students spend more time in understanding the text, than in the grammatical structure, this text is not valid. A valid test tests only the topic which is required.
- Quantity. Practicing of grammar requires more time than practicing something else. It means, that the amount of practice is very important. Children should practice in the lessons and at home too, so that the quantity of practice would be enough and effective for them (Hinkel, 2011).
- Success orientation. The goal of a learner is to complete the task successfully without any mistake. The practice activity should be designed to optimise opportunities for successful performance. The learner should get positive feedbacks either from the teacher or if it is an online exercise from the computerized grammar exercise.
- Heterogeneity. A good practice task should bring success for the students at variety of levels. Activities should be designed to provide choice and flexibility in order to students could benefit from them.
- Interest. Students should be interested about grammar practice. Different activities can raise their interest: visual materials, open-ended questions, game-like activities, higher order thinking (Hinkel, 2011).

According to Harmer (2007), one of the best ways of memorising is reading. When a person reads, he memorises what he reads as well as the grammatical structure and the new words too. One of the exercises can be the following. Children read a small passage:

'I always go to the theatre on Friday mornings because it's calmer. I usually go with my parents but sometimes I go with my friends. I always take chocolate with me but I buy a drink there. I never get popcorn because I don't like it! How often do you go to the theatre?' (Harmer, 2007).

After reading this, they get some sentences. Students have to decide whether the sentence is true or not (Harmer, 2007).

<i>a. I go to the theatre on Sundays.</i>	<i>True</i>	<i>False</i>
<i>b. I sometimes go with my mum.</i>	<i>True</i>	<i>False</i>
<i>c. I go with my parents every time.</i>	<i>True</i>	<i>False</i>
<i>d. I don't buy chocolate at the cinema.</i>	<i>True</i>	<i>False</i>
<i>e. I take a drink from home.</i>	<i>True</i>	<i>False</i>
<i>f. I get popcorn every time I go.</i>	<i>True</i>	<i>False</i>

The exercise helps to learn the adverbs of frequency as well as their position in the sentence. This type of exercise activates their knowledge and helps to memorise the newly learned

grammatical structure. They have to think of the passage what they read and to write down the new unknown words (Gembaruk and Kholod, 2019).

1.3 Methods of grammar teaching

The objective of English language teaching is to assist pupils in acquiring grammatical knowledge. Teachers are responsible for developing students' grammar knowledge and skills through the use of appropriate strategies and effective teaching methods. However, because instructors are not provided clear rules for teaching grammar, what is regarded suitable and successful remains unclear. As a result of the lack of clear direction on how to approach grammar, instructors must make their own interpretations and use varied ways in teaching grammar as well as different perspectives on grammar in language teaching methods. Here are some of the teaching strategies used by grammar instructors in their schools (Richard and Rodgers, 2001).

It is vital to define the meaning of the concept. Long and Robinson (1998) explain this concept as an occasional shift in attention by the teacher and one or more pupils to linguistic code elements prompted by perceived issues with comprehension or output. Ellis (2001) defines focus on form as any intentional or unintentional educational effort aimed at getting language learners to focus on linguistic form.

Traditional grammatical education is outdated, and teaching grammatical forms in isolation does not result in good improvement in communicative use of forms. The middle ground, which encompasses both form and meaning, as well as correctness and fluidity, appears to be the most rational course of action, and there appears to be widespread agreement that ignoring either area is problematic (Van Lier, 2008). There are two basic techniques to conduct early communicative approaches to foreign language training for such instructions. The first is founded on the idea that learners should be able to recognize and understand new language structures in purely communicative circumstances (Fotos, 1998).

In the world of education, a task-based approach to grammar instruction that is more meaning-focused than rule-focused has emerged. Task-based instruction is a more contemporary variant of communicative approach. This strategy is based on the learner's needs. According to this viewpoint, the necessity to introduce a certain grammatical rule originates first and foremost from the learner's desire to communicate (Richard and Rodgers, 2001). This grammar-teaching paradigm follows a fluency-to-accuracy progression; to put it another way, the learning cycle starts with the meanings that students desire to communicate. The task-based method has its own set of issues, such as task selection, task sequencing, and task evaluation. Due to these issues, task-based learning has received a mixed response. Despite this, many teachers are figuring out how to incorporate components of a task-based approach into traditional curricula (Thornbury, 1999).

Language development is spurred by language usage in a task-based approach, with the study of language form taking a secondary role (Carter and Nunan, 2001).

1.4 Techniques of teaching grammar

Grammar lessons should not be forgotten. According to Purpura (2004), much of the time and energy spent arguing against grammar instruction would be better spent persuading real believers in grammar instruction that grammar has a newly defined but useful role to play in language teaching and demonstrating what that role is. Grammar is essential for improving one's language skills (Purpura, 2004).

Ur (1996) has discussed many grammar-teaching strategies.

- 1) Awareness: A teacher can give students opportunities by giving them certain units of conversation or text and asking them to find past tense verbs, modal verbs, future tense, significant word classes, prepositions, phrasal verbs, and so on.
- 2) Controlled Drills: Learners are encouraged to practice connecting words like 'but' or 'and,' as well as sentence transformation. The exercises can be carried out under the supervision of the teacher. Learners are given enough instances of the structure to understand it. Teachers predetermine the instances, which must adhere to unambiguous, closed-ended indications.
- 3) Meaningful Drills: Students are instructed to figure out the tense using this approach. Now the teacher invites students to write true claims about themselves using the model below. e.g. He/She wants to play, or He/She doesn't want to play.
- 4) Guided Drills: Learners create their own sentences using a predetermined structure, but they have complete control over the terminology they choose.
- 5) Free Sentence Composition: Students are given a visual or situational cue and asked to create their own answers in this strategy.
- 6) Discourse Composition: Students are instructed to compose a piece in response to a certain situation in this approach (Ur, 1996).

1.5 Teaching grammar by means of games

According to, Kulikova and Skvarina (2016) there are many techniques concerned with grammar presentation. However, if pedagogues want children to remember new grammar it needs to be learnt in the context, practiced and then revised to prevent them from forgetting. Teachers must be sure that students have understood the new words, which will be remembered better if introduced in a memorable way. Educators must remember to employ a variety of techniques for new grammatical presentation and revision. Either deductive or inductive methods of teaching can be

used when teaching grammar. With the help of games, the learners can learn grammar without even noticing it. Games can be used either with the inductive or deductive approach. If the activity is performed by using the deductive approach, then the learners are explained the rules and they can use the rules consciously. However, if the game is combined with the inductive approach, children do not realise the learning process of the language, they just play a game without giving attention to the grammatical rules (Kulikova and Skvarina, 2016).

Abdelrazing (2017) stated that a lot of books and methodology manual writers state that games are not just time-filling activities but they have a great educational value. Most of the grammar games make learners use the language instead of thinking about learning the correct forms.

There are many advantages of using games in grammar:

1. games can lower anxiety and making the acquisition more likely
 2. games are motivating and entertaining, they can give shy students more opportunities to express their opinions
 3. they enable learners to acquire new experience within the foreign language
 4. games add diversion to the regular classroom activities, break the ice and introduce the new ideas
 5. learners recall information faster and better in a relaxed environment established by employing games.
 6. grammar games are a fantastic technique to practice the language since they simulate how learners would use the language in real life
 7. increase fluency through encouraging, entertaining, teaching, and entertaining
- (Abdelrazing, 2017).

When choosing games, we should be careful if we want to make them profitable for the learning process. Games must correspond with the student's level and age. Different age groups necessitate different subjects, materials, and gaming types. Children, for example, benefit the most from activities that challenge them to move about, imitate a model, and compete with other groups. The time restriction is another aspect that determines game selection. Short warm-up exercises or when there is time remaining at the conclusion of the class, games are frequently utilized. Grammatical games are also good for revision activities since they help students remember grammar content in a fun and enjoyable way (Sultanova, 2011).

Here is an example of a popular grammar game: "Hot seat: Passive voice"

In the hot seat, players must describe a passive statement to their teammate.

The class is divided into two teams. On each turn, one student will sit facing their teammates with their back to the board. The instructor will next put on the board a hilarious passive sentence. The players must next describe the statement to the person on the hot seat without using any of the key

terms. Before the round is over, the student in the hot seat must pronounce the passive sentence from the board and then change it to its active version. To make it easier for the students to organise their explanations, the sentence can be divided on the board into three parts: the subject, verb and object. A time limit can be set. (<https://teflhandbook.com/efl-esl-lesson-plans/b1/passive-voice>)

Some example statements:

1. *English is spoken by dangerous people.*
2. *Thousands of cars were stolen by monkeys.*
3. *The Pokémon was killed by Antonio Banderas.*
4. *McDonald's has been robbed by Manchester United.*
5. *The horses will be ridden by angry penguins.* (<https://teflhandbook.com/efl-esl-lesson-plans/b1/passive-voice>)

To sum up the first part, it analyses the theoretical base of current English grammar education. Several solutions of defining grammar are mentioned. It goes over the complexity of teaching grammar, as well as how to introduce and practice it and discusses the benefits and drawbacks of each process. Grammar-based teaching is seen as a starting point and a fundament of language teaching. Introducing and practising grammar, advantages and strategies are discussed in this part. Based on the theoretical material of part one it is vital that games are inevitable in childhood and ought to be used in grammar teaching lessons. Among the most important advantages is that games are motivating and entertaining, they can give shy students more opportunities to express their opinions and enable learner to acquire new experience.

PART 2

APPROACHES TO TEACHING GRAMMATICAL CONSTRUCTIONS

The second part contains the theoretical overview of grammar teaching approaches. The two main approaches are discussed in this part, i.e. the deductive and the inductive approaches and the advantages, disadvantages, usage and the difference between them are highlighted. In this part the practical usage of these grammar teaching approaches with grammar topics are shown. Passive voice as a grammatical construction was chosen in order to present the practical usage of these approaches and those eight tenses which are used in passive voice. The teaching of them is shown with the help of inductive and deductive grammar teaching approaches. According to the official curriculum in Ukraine passive voice have to be taught in secondary school. It is one of the fundamentals of learning the English grammar. The learners meet this topic everywhere so they have to practice and know it.

2.1 The role of deductive approach in teaching grammar

The idea behind a deductive approach is that deductive reasoning proceeds from the general to the specific. In this scenario, rules, principles, concepts, or theories are offered first, followed by discussions of their applications. Deduction, in other words, is used to argue from general to specific principles (Fortune, 1992).

Dealing with the teaching of grammar, the deductive approach can also be called rule driven learning. In such an approach, a grammar rule is explicitly presented to students and followed by practice applying the rule. In such cases, such as monolingual classes, the deductive approach reflects a more conventional form of teaching in which grammatical constructs or laws are dictated to the students first, which is a more efficient and time-saving method. As a result, students only understand and apply the rule after being exposed to it. If the structure to be presented is present simple, for example, the instructor could start the lesson by saying, *"Today we will learn how to use the present simple structure."* The principles of the current ideal structure would then be explained, and students would perform a variety of activities to practice using the structure. The instructor is the focal point of the class in this approach, and he or she is responsible for all of the new material's introduction and interpretation (Gembaruk and Kholod, 2019).

This approach still enjoys a monopoly in many course books and self-study grammar books. The deductive approach maintains that a teacher teaches grammar by presenting grammatical rules, and then examples of sentences are presented. Once learners understand rules, they are told to apply the rules given to various examples of sentences. Giving grammatical rules entails little more than drawing students' attention to the subject at hand (Fortune, 1992). Learners

who use the deductive technique have more control over their practice and are less afraid of making inaccurate conclusions about how the target language works. To summarize, the deductive approach begins with the explanation of a rule, followed by instances of how the rule is implemented (Richards and Rogers, 2001).

As a result, when using the deductive technique, there are certain suggestions for when the rule should be provided. The following are some of them:

1. the rules must be true;
2. the rules must clearly show what limitations apply to the use of a given form;
3. the rules must be clear;
4. the rules must be simple;
5. the rules must use concepts that the learners are already familiar with; and
6. the rules must be relevant (Male, 2016).

According to Kulikova and Skvarina (2015), most significantly, when rules are taught in a deductive manner, the presentation should include examples, be brief, engage students' comprehension, and provide learners the opportunity to personalize the rule.

In a grammar teaching lessons the teacher begins by explaining the written form of the rules to the students. For example: *'I usually get up at 7 o'clock?'* And only after that can the instructor clarify what the grammar means. Students are required to complete exercises to practice their grammar after the teacher has taught and explained concepts to them. Later on, they get to use the grammar rules in speech practices. Grammar is explicitly taught. Explicit grammar instruction refers to teaching approaches that prioritize learning grammatical rules for the purpose of effectively and correctly using language ingredients (Kulikova and Skvarina, 2015).

Nonetheless, according to Thornbury (1999), the deductive method has advantages and downsides. The following are some of the benefits of using a logical method to teaching grammar:

- The logical method is direct and to the point, which can save time.
- A number of rule characteristics (for example, form) can be described more simply and clearly than by using examples.
- A variety of specific practice/application examples are provided right away.
- It validates many learners' expectations about classroom learning, particularly for those who have an analytical style.
- It recognizes the intellect and maturity of many adult learners in particular, and emphasizes the significance of cognitive processes in language acquisition.
- It validates many students' assumptions about classroom learning, especially those with an analytical learning style (Thornbury, 1999).

Disadvantages:

- Beginning the session with a grammatical demonstration may be off-putting to some students, particularly those who are younger.
- Younger students may not be able to grasp the topics or use the grammatical language provided.
- Grammar explanation promotes a teacher-led, transmission-style classroom, which instantly reduces student engagement and interaction.
- Unlike other types of presentations, explanations are rarely remembered (for example, demonstration).
- The deductive method promotes the idea that learning a language is as simple as memorizing rules (Hmedan, 2016).

The deductive technique can benefit students at a lower level who are merely studying the language's basic structures, or students who are used to a more formal learning style and anticipate grammatical presentations. The deductive method, on the other hand, is better suited to upper-level language students and classes with younger pupils, as it presents grammatical structures that are complicated in both form and meaning (Yurkova, 2020).

2.2 The role of inductive approach in teaching grammar

Inductive reasoning states that a reasoning progression progresses from particulars (that is, observations, measurements, or facts) to generalities in an inductive method (for example, rules, laws, concepts or theories). When induction is used, a number of specific instances observed and from them infer a general principle or concept (Fortune, 1992).

The inductive technique is a method of teaching in which new grammatical constructs or laws are introduced to students in a real-life situation. Students learn how to use the structure by practicing it in context and then realizing the rules through practical examples. If the structure to be presented is the comparative form, for example, the teacher might begin the lesson by drawing a figure on the board and introducing Kate, saying that she's very tall. The instructor will then draw a larger figure next to the first and say, *"This is Tom. He's a couple of inches taller than Kate."* The instructor will also use a variety of references, such as students and things from the classroom, popular persons, or something else from the students' everyday lives, to help them learn how to use the structure. After any of the various instances, the students repeat after the instructor, and ultimately exercise the constructs meaningfully in groups or pairs. In this approach, the teacher's job is to include concrete contexts for students to demonstrate the rule, while students develop the rule through examples of its application and continued practice (Gembaruk and Kholod, 2019).

In the case of pedagogical grammar, the inductive approach is also known as rule-discovery learning, according to most specialists. It advises that a teacher begin teaching grammar by offering some sentence examples. In this way, learners are able to deduce grammatical rules from instances. Grammatical rules can be presented orally or in writing. (Felder & Henriques, 1995). The inductive method aims to take advantage of the high reward value of giving experiences structure, clarity, and significance. This method entails learners taking an active role in their own education. Furthermore, the technique enables a student to construct her or his own conceptual set of task-solving strategies. To put it another way, this strategy tries to emphasize grammatical principles without explicitly stating them, and learners are encouraged to draw their own conclusions from the rules provided by the teacher (Richards and Rogers, 2001).

In an inductive grammar lesson the meaning is introduced first, followed by the form. Through a series of steps, the students are guided to the grammar. This is referred to as the discovery method. Students are guided towards a generalized grammar rule or pattern in this method. The teacher provides a variety of examples for a given concept without providing any context for how the concept is applied (Berendse, 2012). It is hoped that when students observe how the definition is applied, they will be able to guess the grammar law. The instructor will ask the students to clarify the grammar rule as a final confirmation if they understand it at the end of the activity. Grammar is implicitly taught. According to the implicit grammar teaching students must be automatically acquired via situational scene. Implicit grammar teaching is also known as suggestive method, which adopts the inductive thinking method where the grammar rules are learned through communicative use of the vocabulary (Harmer, 2007).

The inductive technique, like the deductive approach, has benefits and drawbacks.

Advantages:

- Learners are taught how to uncover rules, which may improve their learning autonomy and self-reliance.
- The increased cognitive depth of learners is "exploited."
- Rather than being passive recipients, learners are more active participants in the learning process. They will be stimulated by this exercise.
- Learners' pattern-recognition and problem-solving talents are involved in this technique, and certain learners are engaged in this challenge.
- If the problem-solving exercise is done cooperatively, learners will have more opportunities to practice their language (Male, 2016).

Disadvantages:

- The method is time and energy expensive since it requires learners to understand the rule correctly.

- The implicit conceptions may lead to the learners being taught the incorrect rule concepts.
- The method may place a greater focus on instructors when it comes to lesson planning.
- It helps teachers to properly plan facts or materials to be taught in a methodical manner.
- Learners with their own learning styles or prior learning experiences (or both) may be frustrated by the technique and would prefer to simply be given the rule (Belousova, 2017).

The inductive technique has the advantage of allowing students to concentrate on the application of the language rather than grammatical vocabulary and laws that can stifle fluency. Increased student engagement and practice of the target language in practical contexts is also a benefit of the inductive approach in the classroom. The inductive technique has been noted for its popularity in EFL/ESL classrooms around the world, but it has the drawback of being more time intensive and challenging for students who expect a more conventional method of teaching to infer language laws from meaning (Akmaldinova, 2016).

The discovery technique is a method of teaching where the grammatical rules are not given to the students. Instead, the learners get a content where the grammatical structure is used. The term which is used for the discovering technique is the inductive approach of language teaching. Children discover the grammatical rule and the pattern for themselves. The teacher's role here is to help the students on their own discovery and do not give any information on the grammar rule (Brown, 2007).

Discovery learning can be named as a sub-branch of inductive approach. This type of learning is based on the assumption that learners have to build knowledge for themselves. It is also known as constructivist approach to teaching. According to constructivism, the learner is the centre of learning that should absorb new things around her/himself by manipulating and thinking about them. Students learn well when they actively construct their own knowledge (Richards and Renandya, 2002).

The sub-branch of the inductive approach has several benefits:

- learners pay more attention and they stay more engaged
- students who use the discovery technique remember the rules better because they pay attention during the discovering
- because children have learned this grammar by figuring out the rules, they are trying this technique repeatedly when they see a new grammatical structure (Nabiyeva, 2016).

Here are some examples where the discovering technique works:

The activity is called “*Change the Room*”. This is a tried-and-true game that has long been played with the passive voice. It's a lot of fun, and it's easy to adapt to past and present tenses, however you'll have to be inventive if you want to utilize any future forms! The class should be divided up into teams – and one member should be sent out from each team out of the room for 1-2 minutes. Other students have to move things in the room and then call the students back in. The idea is for them to say as many things as possible that have been changed within a time limit, awarding a point for each correct sentence. It is important to set a time limit so that as many students as possible get a go (<https://www.teflcourse.net/blog/7-activities-for-teaching-passive-voice-in-the-esl-classroom/>). The sort of language should be expected is, for example:

- “*The table has been moved*”
- Allow pupils to enter the room without being seen.: “*The chair is being moved*”
- “*The curtains were being closed when I walked in*”

If students' talk time was maximized, each student may say something at the end of each round that was not detected. For example: “*The board markers were put on a chair.*” This is a highly useful practice since it forces pupils to memorize the grammatical structure without even realizing it. The instructor must provide some instances, but not all of the key rules must be explained. It is one of the basic concepts of the inductive method (<https://www.teflcourse.net/blog/7-activities-for-teaching-passive-voice-in-the-esl-classroom/>).

Harmer (2007) summarises another example of discovering grammar when they are listening to a dialogue in which people are comparing things. This teaches them the word formation and the comparative adjectives. Before they make their own sentences, the teacher has to draw their attention to the way that we make adjectives comparative. The pedagogue could give rules, or even no information about the structure, but instead she has to put them in pairs and give them an exercise. For example, she gives some words and their comparatives:

- *young – younger*
- *small – smaller*
- *old - older*
- *new – newer*
- *big- bigger*
- *thin - thinner*
- *noisy – noisier*
- *beautiful – more beautiful*

As stated by Harmer (2007), after the children looked through these words, the educator gives them some question, which they have to answer:

- a) *How do we make one-syllable adjectives into comparative adjectives?*
- b) *How do we make two-syllable adjective into comparative adjective?*
- c) *How do we form comparative adjective from the word 'noisy'?*
- d) *Why are 'big' and 'thin' different?*

When the learners have finished, she checks the answers, to be sure that they understand that one-syllable words ending in vowel and consonant double the last letter, that before longer words we put *more*, and words ending in *-y* change it into *-i*.

Now comes the practice exercise. For example, a group of words can be put on the board. The students have to decide what animal is bigger. Examples:

- *A can is bigger than a mouse.*
- *A dog is cleverer than an elephant.*

Unfortunately, the exercises do not give all the necessary information about comparative forms. There are no irregular comparatives. Not all the students enjoy all the types of exercises. Teachers should provide children with different kinds of exercises and to practice with them as much as they can. The inductive method of teaching helps to the students in discovering the grammar rules as well as to memorise the new structures (Harmer, 2007).

2.3 Teaching different tenses in passive voice with the help of deductive and inductive approaches

According to Attila Imre (2019), there are eight tenses used in passive. These tenses are:

- Present simple

Active form: *He plays games every day.*

Passive form: *Games are played every day.*

- Present continuous

Active form: *I am reading a book now.*

Passive form: *A book is being read.*

- Present perfect

Active form: *I have read a book.*

Passive form: *A book have been read.*

- Past simple

Active form: *She did it yesterday.*

Passive form: *It was done yesterday.*

- Past continuous

Active form: *I was doing my homework.*

Passive form: *My homework was being done.*

- Past perfect

Active form: *I had visited her.*

Passive form: *She had been visited.*

- Future simple

Active form: *You will do it.*

Passive form: *It will be done.*

- Future perfect

Active form: *Tom will have painted the wall.*

Passive form: *The wall will have been painted.*

In foreign language lessons the tense can be taught either deductively or inductively. Before learning the passive form of these grammatical tenses, children have to know the active form of them and their usage in sentences. There are several different games and activities for doing it. But in most situations the rules and the usage have to be taught deductively and explained in the mother tongue of the learners (Arifin, 2016).

2.3.1 Teaching Present simple deductively and inductively

The Present Simple Tense is used in passive. It is the most common and the most understandable tense for the learners. The forms of the tense are the following:

- positive: *I am a teacher. She lives in London.* (in 3rd person singular the ending -es/-s is added to verbs.)
- negative: *We do not have a cat. He is not a player.* (negatives in present simple are formed by adding the verb 'do not')
- questions: *Are you the winner? Do you work here?* (questions are formed by adding the verb 'do/do not') (Longman, 1990).

The appropriate form of the verb 'be' should be added if we talk about:

- people and things: *He is a good boy.*
- current states: *I am bored.*
- qualities: *She is kind.*
- opinions: *This book is interesting.*
- positions/time: *It is three o'clock.*
- jobs: *She is a student* (Foley and Hall, 2012).

The most common uses of the present simple are:

- facts that are always true: *Cows do not eat meat.*

- opinion/ideas: *I think it is boring.*
- likes/dislikes: *She likes ice-cream.*
- describing films/books/plays: *The story takes place in the city.*
- with adverbs of frequency (always, never, sometimes etc.): *I always read books* (Swan and Walter, 2011).

The usage of the present simple in passive voice the following:

Active voice sentence: *I read books every week.*

Passive voice sentence: *Books are read every week (by me).*

The teacher can explain the usage of the present simple tense in two different ways, either deductively or inductively. Below these two approaches are given as examples:

Task 1. – deductive approach

First of all, if the present simple passive is taught, before it the usage and the formation of the present simple should be revised. The teacher should mention the previously learned material to students and after teach the present simple passive voice. Before completing the exercise, the teacher explains the formation of the present simple passive. If we want to change a present simple sentence into passive, the following rule should be followed: the appropriate form of 'be' + the participle form of the verb. After the teacher explained the structure of the passive, the students can easily complete the following exercise. In the task, they should form present simple passives according to the structure which is mentioned previously. The students should also remember the forms of 'be'. The teacher has to be sure, that they know it, if not, the students have to revise it. An example is given to the students as well as the active voice sentence, which helps to understand it (<https://www.perfect-english-grammar.com/passive-exercise-1.html>).

Example: Active sentence: *I read the newspaper every day.*

Passive sentence: *The newspaper is (be) **written** (write) every day.*

1. Active sentence: Somebody sends emails.
Passive sentence: Emails ... (be) ... (send).
2. Active sentence: Somebody often steals cars.
Passive sentence: Cars ... (be) often ... (steal).
3. Active sentence: Somebody plays loud music.
Passive sentence: Loud music ... (be) ... (play).
4. Active sentence: Somebody speaks English here.
Passive sentence: English ... (be) ... (speak) here.
5. Active sentence: Somebody writes articles.

Passive sentence: Articles ... (be) ... (write). (<https://www.perfect-english-grammar.com/passive-exercise-1.html>)

Task 2. – inductive approach

If the teacher teaches inductively, the example should firstly be given to students. The following sentences could be given to students:

1. The office **is cleaned** every day.
2. The book **is written** in English.
3. The homework **is done** in time every day.
4. New houses **are built** here every year. (<https://www.perfect-english-grammar.com/passive-exercise-1.html>)

The present simple passive form is highlighted in every sentence. The teacher has to ask students to look at the sentences and explain what they see. The learners can recognize the highlighted sentences and the third person of each verb. If they can recognise, the inductive teaching is successful. After it the teacher can mention the topic and give more examples to learners (<https://www.perfect-english-grammar.com/passive-exercise-1.html>).

2.3.2 Teaching Present continuous deductively and inductively

The present continuous tense is formed by adding the appropriate form of the verb ‘be’ + verb with the ending *-ing*.

- positive form: *I am having lunch.*
- negative form: *We are not staying here.*
- questions: *Are you watching TV?* (Imre, 2019)

According to Longman, the present continuous tense is used:

- actions happening now: *I am waiting for the taxi now.*
- temporary situations: *I am staying at the hotel while I am having my house repaired.*
- with always to criticise someone: *She is always losing her keys.*
- changes and trends: *Prices are going up again.*
- describing pictures: *In this picture, he is eating a sandwich.*

Active voice sentence: *I am reading a book now.*

Passive voice sentence: *A book is being read now* (Hewings, 1999).

Task 3. - deductive approach

Teaching deductively has several advantages, for example: time is saved, teachers can explain in easy ways as well as learners can memorise by hearing the rule. After revising the

present continuous tense, the teacher can introduce a new form of present continuous, the passive voice of this construction. The formation of it is the following – the appropriate form of ‘be’ + being + third form of the verb (<https://www.ego4u.com/en/cram-up/grammar/passive/exercises?present-progressive>). If the rules are explained, students can do the following exercise easily:

Example: *A cup of tea is (be) **being drunk** (drink) by Sheila.*

1. The cows ... (be) (milk).
2. A poem ... (be) (write).
3. A picture ... (be) (take) of him.
4. Football ... (be, not) (play) (<https://www.ego4u.com/en/cram-up/grammar/passive/exercises?present-progressive>).

Task 4. – inductive approach

The teacher reads the following text loudly to learners. They are paying attention, listening and underlining the unknown constructions (Hewings, 1999).

I am writing my homework at the moment. In other words, my homework is being written now. While my homework is being written, the floor is being vacuumed by my mother. She likes to do it. During it my father's bike is being repaired, because it broke down yesterday. My brother is watching TV now. A very interesting movie is being played.

If the teacher finished, she checks what construction the students underlined. If they underlined the passive constructions, she asks the difference between the sentences, gives more examples and practice exercises (Hewings, 1999).

2.3.3 Teaching Past simple deductively and inductively

The formation of the Past Simple Tense in passive requires the knowledge of the regular and irregular verbs too. Students have to the formation of the regular verbs with the ending *-ed*, and the list of irregulars.

- positive form: *We learned it yesterday.*
- negative form: *She did not fail the exam.*
- questions: *Did you stay with her?* (Chernovatiy, 2007)

According Attila Imre (2019), past simple is used for:

- a single completed action in the past: *He died in 1998.*
- repeated actions in the past: *We arrived home and took the key.*
- situations that finished in the past: *When I was young, I had a bicycle.*

- with adverbs of time: e.g. *ago, for, last week, when: It happened two years ago. She decided to come last week.*

Active voice sentence: *She cooked the dinner.*

Passive voice sentence: *The dinner was cooked by her.*

Before explaining the usage of the past simple passive, the usage of the passive simple and its formation should be mentioned. The formation and the usage of the past simple can be read above (Attila Imre, 2019).

Task 5. – deductive approach

If the children remember the usage and the formation of the past simple, they can look through the rules of the past simple passive. If the structure is taught deductively, the teacher should explain the rules before the practice exercises. The structure is the following: was/were + the third form of the verb (<https://www.perfect-english-grammar.com/passive-exercise-2.html>). After explaining the rules and the usage learners can do the following exercise:

Example: The key **was** (be) **found** (find).

1. Mistakes ... (be) ... (make).
2. That woman ... (be) ... (love).
3. The rooms ... (be) ... (clean).
4. The computer ... (be) ... (fix) (<https://www.perfect-english-grammar.com/passive-exercise-2.html>).

Task 6 – inductive approach

In inductive approach the learners should discover the rules by themselves. One method of this approach is to give some examples to the learners. In the following example, the teacher brings some newspapers to the lesson and asks students to look through the headlines of them. The following headlines are written in newspapers: *Boy was found in park. / Golfer was named player of the year. / New hospital was built. / Four protestors arrested at Greenpeace demonstration.*, etc. The teacher asks the students whether they have found something unknown in these headlines. She tries to draw their attention to the structures which are used in these headlines. With this exercise learners can easily remember the structure of the past simple passive, as well as one of the usages which is used in newspaper headlines (Hewings, 1999).

2.3.4 Teaching Past continuous deductively and inductively

The Past Continuous Tenses is similar to the Present Simple Tense. The formation is used by adding the past forms of the verb 'be': *was/were* + verb with the ending *-ing*.

- positive form: *He was travelling then.*
- negative form: *We were waiting for you.*
- questions: *Were you living at home?* (Vince, 2009)

The usage is mostly the same as with Present Continuous, but in the past.

- to describe an action or situation happening at a time in the past: I was not feeling well that day, so I stayed at home.
- for temporary situation: She was living in London from March to June.
- for action happening for the same time: While Kate was cooking the dinner, he was waiting for it.
- interrupted action – past simple and past continuous are used together to show that one action interrupts another action: She was having lunch, when I arrived (Foley & Hall, 2012).

Active voice sentence: *She was cooking the dinner.*

Passive voice sentence: *The dinner was being cooked by her.*

Task 7 – deductive approach

With the deductive approach the teacher can easily explain the rules as well as save time. If the learners acquired the formation of the past continuous and the usage too, they can learn the passive voice of this tense. The structure is the following: *was/were + being + verb + ing*. After the teacher shows some examples, she should give some practice exercises (<https://www.grammarbank.com/past-continuous-passive.html>).

In the following exercise the learners should change the active voice sentence into passive. An example is done for them:

Example: *They were expecting a guest. – A guest was being expected.*

1. The chef wasn't cooking the meat. -
2. They were watching the newest videos. -
3. The women were cleaning all the blinds. -
4. The teacher was reading a book. -

(<https://www.grammarbank.com/past-continuous-passive.html>)

Task 8 – inductive approach

There are several types of inductive teaching exercises. One of them can be the following. The teacher divides the blackboard into two columns. In the first column she writes the structure of the past continuous tense, in the second – the structure of the past continuous tense. After that she asks what is the difference between them. The children recognise some differences, for

instance, the word ‘*being*’ in past continuous passive and the third form of the verb. After that the teacher gives some more example in order to help to students to memorise the structure (Hewings, 1999).

2.3.5 Teaching Future simple deductively and inductively

Future Simple and Future Perfect Tenses are used in passive. The first is most common in school. The formation of the tense is the following: will (not) + the infinitive form of a main verb:

- positive form: *I will be late.*
- negative form: *She will not come today.*
- questions: *Will you eat it?* (Longman, 1990)

Future Simple is used:

- for predications based on our own personal opinion or knowledge: *The snow will stop in a minute.*
- To talk about events that are certain to happen: *Christmas day will fall on a Monday.*
- Immediate decisions: *Where is Tom? I do not know I will call him.*
- Offers, promises, warnings: *I am sorry, I will never do this again* (Imre, 2019).

Active voice sentence: *I will finish the breakfast.*

Passive voice sentence: *The breakfast will be finished.*

Task 9 – deductive approach

It is known that the future simple and the future perfect tenses are only used in passive. Learn the usage of the future simple passive is easier than the future perfect. Before starting, the learners should revise the usage of the future simple, as well as the structure. After it the teacher has to explain the rules of the usage of the future simple passive. The structure is the following: *will + be + third form of the verb*. This structure is easier than the previous ones, because students only have to use the word ‘*will*’. In the following exercise learners can practice this structure as given in the example. One word from the structure is given to students in every sentence, so they have to write the two words which are missing (<https://www.perfect-english-grammar.com/passive-exercise-4.html>).

Example: *You **will be met** (meet) at the airport.*

1. Your application ... be (process)
2. Your glasses found. (find)
3. Food will (bring)
4. A new book written. (write) (<https://www.perfect-english-grammar.com/passive-exercise-4.html>).

Task 10 – inductive approach

One of the main tasks of the inductive approach is to give examples to students. In the following example, the teacher gives future simple active and passive sentences to learners. They should look through them and underline the differences between the sentences. The learners should pay attention to the forms of the verbs in the sentences. After they finished the teacher asks them about their notices and gives more examples and explains the rules with her own words (Hewings, 1999).

Sentences:

1. *I will read this book. – This book will be read.*
2. *She will do her homework. – Her homework will be done.*
3. *I will feed the dog. – The dog will be fed.*
4. *You will write it down. – It will be written down (Hewings, 1999).*

The theoretical overview of main grammar teaching approaches is presented in the second section. The deductive and inductive techniques are compared and contrasted. The benefits, drawbacks, applications, and differences between them are underlined. This section also demonstrates how various grammar teaching approaches may be applied to specific grammatical subjects. The passive voice was selected as a grammatical structure to demonstrate the practical application of teaching tenses which are used passive voice. After collecting tasks on teaching different tenses in passive voice it can be concluded that a large number of exercises are available for teaching passive voice with the help of both inductively and deductively.



PART 3

EMPIRICAL RESEARCH

3.1 Introduction

The empirical research is analysed in part 3. This part contains all the process of the research, participants and the research instrument. The analysis of the questionnaire can be read here as well as the results and the implications of the research. Learning a foreign language requires the knowledge of different skill, such as speaking, reading, listening and writing. But a language learner cannot use these skills without the knowledge of grammar. It is known that grammar is one of the fundamental parts of the language. It provides the explanation of the forms and structures of words and their arrangement in sentences. To put it another way, grammar provides the rules for common use of the written and spoken language, in order to understand ourselves better. The way we talk and write, and how we use or misuse grammar, has an impact on the images we have of ourselves and others. Good grammar allows people to communicate more effectively, which can lead to improved grades, career opportunities, and the clarification of our points of view. Good grammar promotes rational thinking and teaches cognitive abilities. Our vocabularies grow as a result of it. Moreover, many people believe that knowing grammar improves the quality of our writing (Imre, 2019).

Each language has its unique grammatical rules. These guidelines specify how and in what sequence to employ certain sorts of words. Grammar in English includes word order (syntax), tenses (past, present, future, and so on), and many word kinds (nouns, verbs, adjectives etc). The basis of excellent communication, reading comprehension, writing, and story-telling is English grammar. This is why it is essential to teach grammar to young children. Learners need grammar abilities to build efficient communication; hence, speech becomes meaningless without grammar. Grammar is a necessary component of effective communication. Learners will be able to mix words to construct sentences with the help of grammar. Grammar understanding is required to construct properly completed sentences. Learners cannot improve their language abilities if they don't recognize how language works (Ellis, 2006).

English grammar is really difficult to learn even for native language speakers. It contains many rules, complexities and exceptions. Learners can use their understanding of grammatical concepts to understand and apply how to create such sentence patterns. Grammar is also regarded to provide the foundation for a set of language skills, including listening, speaking, reading, and writing. Different topics require different approaches to teach them. Two approaches can be named in teaching grammar: deductive and inductive approaches. These methods help to view language teaching in two different ways. While deductive method of teaching grammar focuses on

instructions and rules before practice, inductive method of teaching firstly presents some examples and after illustrates the rules or expects students to discover them. The teacher of the foreign language has to decide which approach is better. The topic, the learner's language level and the time have to be considered when a new grammatical theme is taught (Hmedan, 2016).

While investigating the topic, the following hypotheses were formulated:

- The acquisition of grammar depends on the introduction.
- Grammar is mostly explained in English by the teachers.
- According to language teachers, firstly grammar should be taught and then comes the practice part.

3.2 The process of the research

The selected questions which belong to the topic were gathered and written down. After it, the questionnaire was compiled. The questionnaire was done online. It was sent to the teachers online in January and they had plenty of time to complete it. Completing the questionnaire took them about 25 minutes. It was completely anonymous and contained different questions about teaching grammar in secondary schools. The fillers had the opportunity to ask for help during the procedure. After all the participants filled the questionnaire, it was collected and analysed.

3.2.1 Participants

Several schools were selected for this study in Transcarpathia. Twenty-seven English language teachers took part in the research, from which five teachers have been teaching English language for more than ten years, and twenty-two teachers have been teaching for less than ten years. Female and male teachers participated in the research. These teachers teach in different grades, where the mother tongue of the learners either Hungarian or Ukrainian. The schools are located in different parts of Transcarpathia, which contributed to the effectiveness of the research.

3.2.2 Research instrument

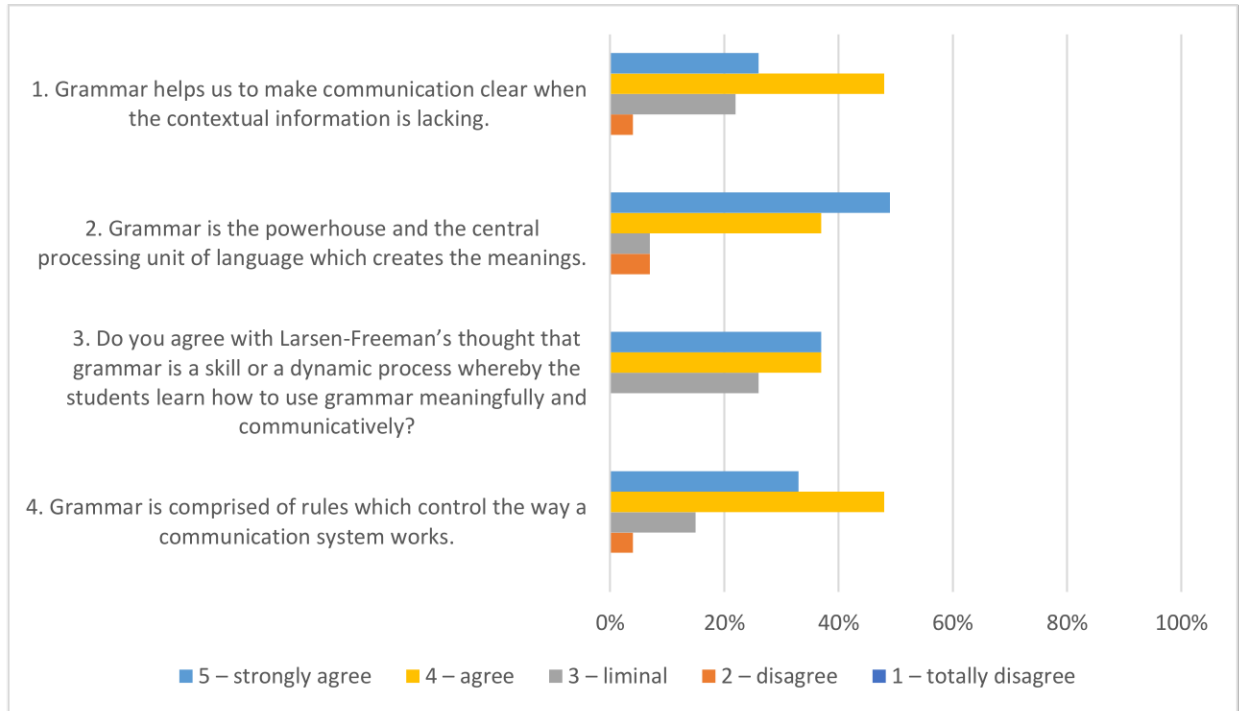
In order to conduct this research a quantitative survey was used. The measurement was performed with a questionnaire (see appendix 1). The method was chosen because questionnaires provide a relatively cheap and quick way of obtaining a large amount of information from many participants. The questionnaire mainly includes Likert Scale questions, but contains multiple-choice and open-ended questions too. English language teachers were asked about their techniques of teaching grammar, their ways of introducing and approaches of teaching different grammar topics. The tutors had to give their personal opinion about the difficulty of topics in 5-9 grades.

3.3 Analysis of the questionnaire

The beginning of the research investigates grammar as a central processing unit of language. The English language teachers define grammar as:

- ‘essential part of communicative skills’
- ‘The skeleton of language learning’
- ‘The rules of language that help build correct sentences’
- ‘hard to learn for many pupils’
- ‘It's like mortar that holds together the bricks in the wall.’
- ‘Grammar is a whole bunch of rules which one should use properly in formal English.’
- ‘Grammar is a mirror of your English language knowledge.’
- ‘Grammar is the second most important part of language, after vocabulary’.

As it is shown in diagram 3.3.1, 48% (13 out of 27) teachers agreed with the statement, that grammar helps people to make communication clear when the contextual information is lacking. According to Halliday and Matthiessen (2004), grammar is the powerhouse and the central processing unit of language which creates the meanings. In this Likert Scale question, it can be seen that 49% (13 out of 27) strongly agreed with the definition given by Halliday and Matthiessen (2004), 37% (10 out of 27) agreed, 7% (2 out of 27) were liminal and only 7% (2 out of 27) people disagreed with the statement. In diagram 3.3.1, Larsen-Freeman’s thought can be found that grammar is a skill or a dynamic process whereby the students learn how to use grammar meaningfully and communicatively. 37% (10 out of 27) strongly agreed, 37% (10 out of 27) agreed and only 26 % (7 out of 27) of the responses were liminal. Most of the teachers 48% (13 out of 27) agreed that grammar is comprised of rules which control the way a communication system works as is it seen in diagram 3.3.1. There were 33 % (9 out of 27) who strongly agreed with the statement, and only 5 people disagreed with this definition.

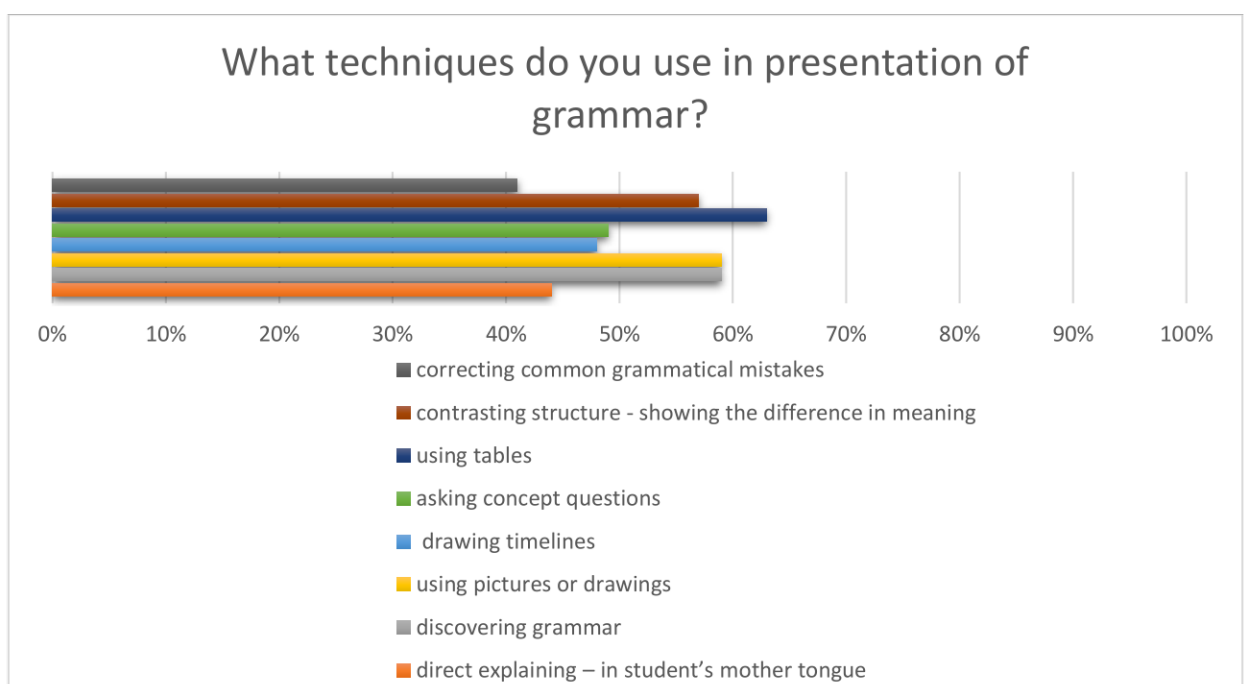
Diagram 3.3.1 Grammar as a central processing unit of language

Teaching grammar depends on many factors. Teachers were asked about introduction, teaching and acquisition of grammar. A high number of tutors 56% (15 out of 27) acknowledged that teachers should educate their students about the appropriate use of grammatical forms and why certain forms are more appropriate than others in different situations. 26% (7 out of 27) agreed with this statement and only 18% (5 out of 27) could not decide whether to agree or not. 59% (16 out of 27) strongly agreed and 33% (9 out of 27) agreed that teaching grammar is essential and should be considered in foreign language learning. Only 8% (2 out of 27) of answers were liminal. Some linguists say, that the introduction of grammar during the foreign language lesson is the most important way of teaching the usage of the language. Besides that, 59% (16 out of 27) agreed with this, but 41% (11 out of 27) disagreed that grammar is the most important way of teaching the usage of the language. Grammar acquisition is said to be depended on the introduction. According to 93% (25 out of 27) it plays an important role in teaching and learning grammar. Only 7% (2 out of 27) had the converse opinion about this. Nearly all the fillers 97% (26 out of 27) came to agreement that firstly grammar, then the usage should be taught with the controlling of the teacher. In addition, most of the fillers 89% (24 out of 27) acknowledged that with the help of games, the learners can learn grammar without even noticing it.

Grammar presentation is one of the most important issues in teaching grammatical construction. In this question schoolteachers had to choose between teaching grammar techniques. Eight grammar presentation techniques were enumerated and the teacher could choose any of them which they use in their lessons. According to the results which are presented in the diagram 3.3.2,

the most common grammar presentation technique is using table. 63% (17 out of 27) use table in the English teaching grammar lessons. Discovering grammar and using pictures are also very common among the secondary school teachers; 59% (16 out of 27) selected this option. 57% (15 out of 27) use the contrasting structure showing the difference in meaning. Asking concept questions, drawing timelines and explaining in student's mother tongue is not frequent about 47% (13 out of 27) make use of these techniques. Correcting common grammatical mistakes is used the least often by the teachers. About 41% (11 out of 27) picked this technique which means that they rarely correct common grammatical mistakes.

Diagram 3.3.2 Grammar presentation techniques



Using games play an important role in teaching grammar. According to the questionnaire, 11% (3 out of 27) always while 37% (10 out of 27) of the fillers sometimes use games during teaching grammar. Most of the other teachers chose the options 'usually' and 'rarely'. The tutors were asked to enumerate some advantages of using games in teaching grammar lesson. The following answers were written by them:

- 'Developing critical thinking and comprehension skills.'
- 'Using games in teaching grammar rules is very important for children under the age of 10. Different games help young learners to memorize the correct usage of rules without learning the complicated rule (rules) by heart. This way of teaching sometimes "dull" grammar can give a really good result.'
- 'Games are highly motivating and entertaining.'

- ‘It is interactive’
- ‘indirect way of acquiring’
- ‘Learners can learn without paying special attention to the material they are being introduced to.’

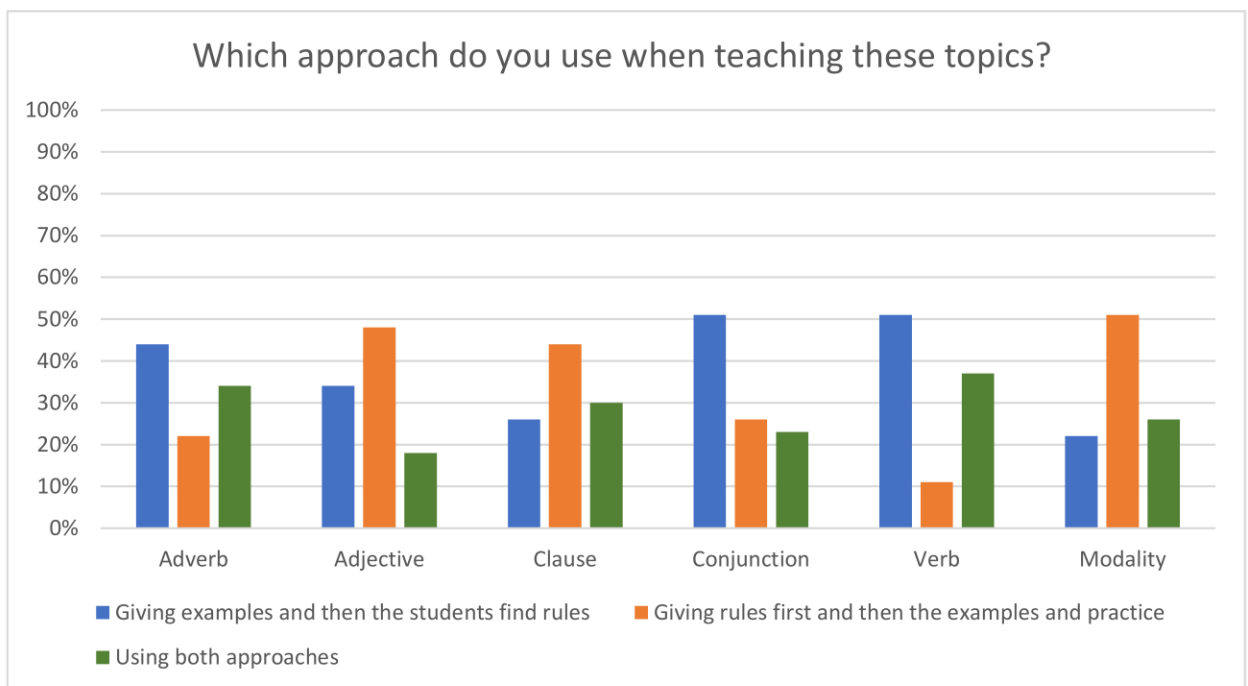
Inductive approach - when first the teachers give examples and then the students find rules and deductive approach - when the teachers give rules firstly and then the examples and practice are used in teaching grammar. The secondary school teachers were questioned to choose between them. 33% (9 out of 27) prefer the deductive approaches, while 30% (8 out of 27) vote for the inductive one. On the other hand, 37% (10 out of 27) prefer both inductive and deductive approaches. In accord with the answers, 69% (19 out of 27) agreed that deductive approach is more effective than inductive. In addition, 85% (23 out of 27) acknowledged that students remember more if the teacher explains the rules. In opposition to this question, 74% (20 out of 27) were of the same mind that it is better to let the students to discover the grammatical rules, than to explain it. 89% (24 out of 27) totally agreed that it is important to create children’s awareness and understanding of English structures, i.e., awareness of the form, meaning, and appropriate use of structures. Only 11% (3 out of 27) disagreed with this thought.

As selected in the questionnaire, 57% (15 out of 27) explain grammar both in English and in mother tongue for the learners. 37% (10 out of 27) explain only in the mother tongue for the learners while 6% (2 out of 27) use only English during the explanation. As reported by the teachers, inductive approach is more successful among the students, because 48% (13 out of 27) of the filler think, that their students prefer this approach. Deductive approach was only selected by 19% (5 out of 27) at the same time both approaches were chosen by 33% (9 out of 27). The fillers were asked that which approach is more effective and time-consuming. 52% (14 out of 27) have the opinion that it is more time-consuming if the teacher explains the rules, nevertheless, 48% (13 out of 27) believe that the more time-consuming process is when students discover them. A high number, 59% (16 out of 27) has the point of view, that it is more effective when the teacher explains the rules, while 41% (11 out of 27) disagree with this, so those filler think, that if the students discover the rules it is more effective for them. As stated in the survey, it depends on the topic, whether the teachers give the example first or the rule – 41% (11 out of 27). According to 22% (6 out of 27) it is based on the age of the learners. In contrast, 19% (5 out of 27) give the rule first, while the rest of the teachers present the examples before giving the rules.

In the following question, the tutors had to which approaches they use when teaching these methods. The task was to choose whether they use the inductive approach - give examples and then the students find rules or deductive approach - give rules first and then the examples and practice or use both of these approaches. The teachers had to choose between these approaches in

twelve grammar topics as it is seen in diagram 3.3.3 and diagram 3.3.4. With the teaching of adverb 44% (12 out of 27) of teachers give examples first and then the students find the rules. Few teachers use the deductive approach, but more of them use both inductive and deductive approaches. The results with teaching the adjective are more well-marked, because most of the filler 48% (13 out of 27) have chosen the deductive approach, which means, that they give the rules first and then the examples and the practice. Nevertheless, 34% (9 out of 22) use the inductive approach. When teaching clause, the deductive approach is also more preferable, 44% (12 out of 27) use this approach here, while both approaches are used by 30% (8 out of 27). A high number of using the inductive approach 50% (14 out of 27) is seen in teaching the conjunction. Teachers rarely use deductive approach in teaching this topic. When teaching verb, around the half of the fillers use inductive and the others use both of the approaches. 50% (14 out of 27) of the teachers use deductive approach when teach modality.

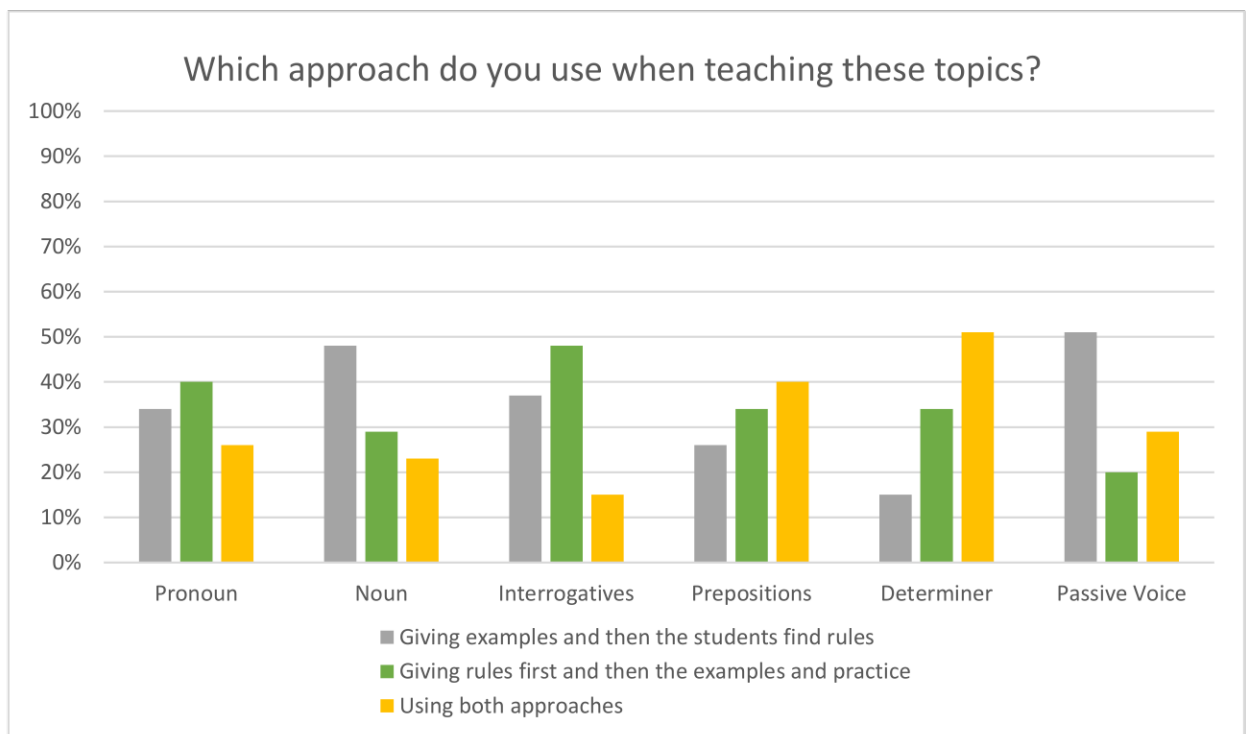
Diagram 3.3.3 Teaching adverb, adjective, clause, conjunction, verb and modality using grammar teaching approaches



In diagram 3.3.4 the following topics are summarised – pronoun, noun, interrogatives, preposition, determiner, and passive voice. Pronoun is usually taught using the deductive approach by 40% (11 out of 27) of teachers. 34% (9 out of 27) use only inductive approach while the rest of the tutors use both of the approaches. Noun, as grammatical topic is taught by 48% (13 out of 27) inductively, while 29% (8 out of 27) use the deductive approach. When teaching interrogatives, 48% (13 out of 27) give rules first and then the examples and practice. In contrast 37% (10 out of 27) give

examples and then the students find rules. Both of the approaches are used only by 15% (4 out of 27). The topic of preposition is taught by using both of the approaches, 40% (11 out of 27) have chosen this option. The inductive approach is chosen by 26% (7 out of 27) while the deductive by 34% (9 out of 27). Determiner is usually taught by using both approaches according to 51% (14 out of 27) of tutor. In opposition to this, the passive voice is mostly, 51% (14 out of 27), taught by using the inductive approach, so teachers give the examples and then the students find the rules.

Diagram 3.3.4 Teaching pronoun, noun, interrogatives, prepositions, determiner and passive voice using grammar teaching approaches



According to Keck and Kim (2014), the three big areas of pedagogical grammar. 89% (24 out of 27) agreed with the foreign language grammar acquisition, which is the first area. 77% (21 out of 27) acknowledged the second area, which is foreign language grammar instruction. With the third area 85% agreed, which is grammar description. From 27 participants, 48% (13 out of 27) takes into account these aspects, while 52% (14 out of 27) sometimes considers these above-mentioned aspects. The educators were requested to mention some ways of practising grammar. The following answers were written by them:

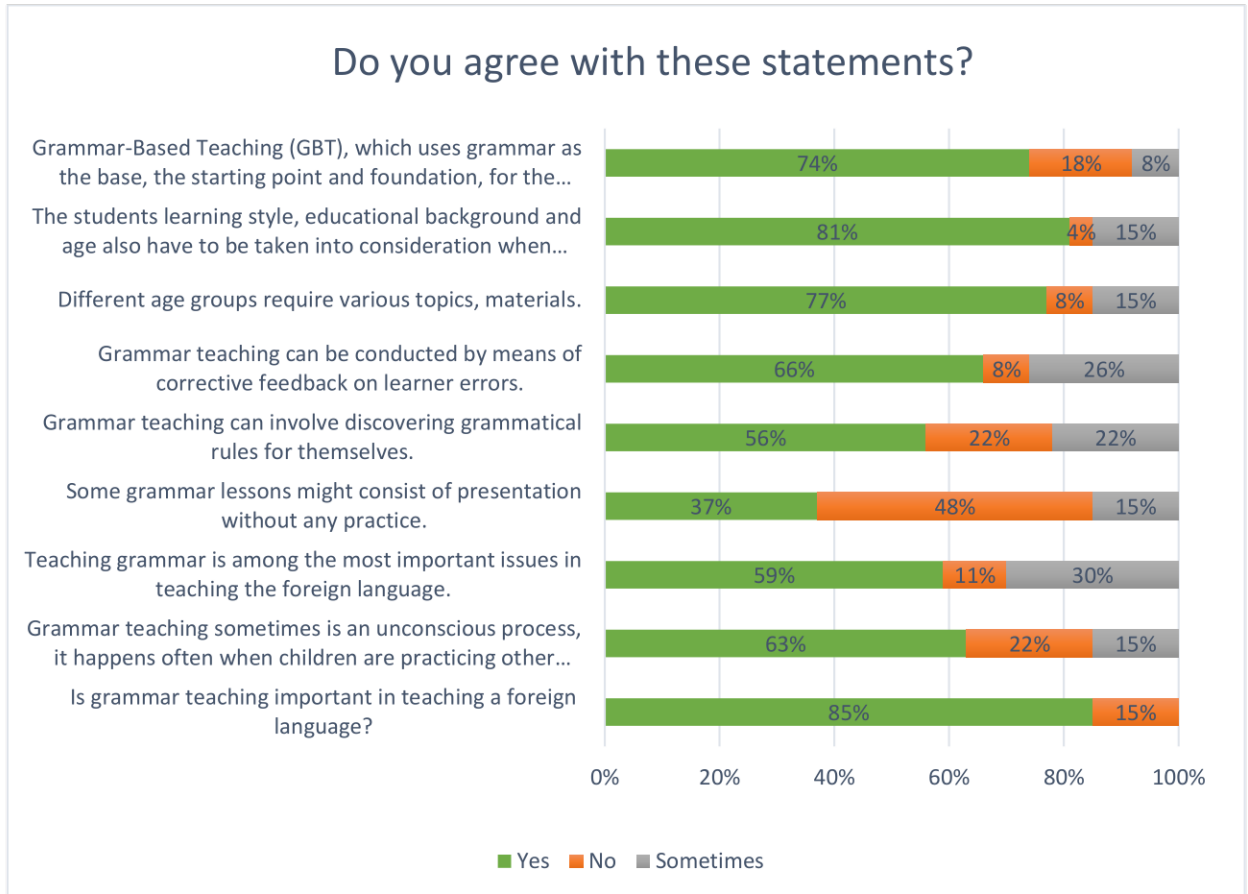
- ‘sentence building game, matching game’
- ‘translation from H/ mother tongue into E, role play in a given situation’
- ‘Speaking tasks and situations; choose the correct tense’
- ‘Insert the verb or word, different card games for young learners’

- ‘using applications on modern devices (if it is possible as children like them very much)’
- ‘Exercises, online games’
- ‘Completing the scheme, fill in the gaps, found the mistake’

In the following part, the fillers were asked to read the statements which are written in diagram 3.3.5, and choose whether they agree with them or not. 74% (20 out of 27) agreed, that GBT is very important in teaching a foreign language, but 18% (5 out of 27) chose the opposite option. According to 81% (22 out of 27) the students learning style, educational background and age also have to be taken into consideration when teaching grammar, 15% (4 out of 27) chose the option sometimes, while one person selected the option ‘no’. 77% (21 out of 27) think, that different age groups require various topics. 66% (18 out of 27) of the fillers have the opinion that teaching grammar can be conducted by means of corrective feedback on learner errors, 26% (7 out of 27) think that sometimes, while the rest of the fillers disagreed with this statement.

Teaching grammar can involve discovering grammatical rules for themselves, 56% (15 out of 27) chose the option ‘yes’, so they agree with it while 22% (6 out of 27) did not, the other fillers chose the option ‘sometimes’. A high number of teachers 48% (13 out of 27) did not agree that some grammar lessons might consist of presentation without any practice, 37% (10 out of 27) agreed, while 15% (4 out of 27) had the opinion, that sometimes. According to 59% (16 out of 27) teaching grammar is among the most important issues in teaching the foreign language. 63% (17 out of 27) of tutors acknowledged that teaching grammar sometimes is an unconscious process. As reported by the teachers 85% (23 out of 27) think, that teaching grammar important in teaching a foreign language, while 15% (4 out of 27) have the opposite opinion. All the results can be found in diagram 3.3.5.

Diagram 3.3.5 Ways of teaching grammar



In keeping with the results, 26% (7 out of 27) strongly agreed, while 63% (17 out of 27) agreed that the formation of grammatical competence should be based on didactic principles of continuity, systematicity and sequence. The rest of the participants chose the middle number 3, which means that this filler could not decide whether agree or not. According to 30% (8 out of 27), who strongly agreed, the formation and development of skills and abilities of written speech (for example, composing a postcard, writing your address) requires constant and purposeful work on grammar. 56% (15 out of 27) agreed, on the other hand 14% (4 out of 27) chose the liminal answer. 45% (12 out of 27) strongly agreed, that One of the main methodological principles of teaching English grammar is the principle of consistent learning, in which grammatical material is taught in a certain sequence. In addition, 40% (11 out of 27) acknowledged this, while 15% (4 out of 27) had the opposite opinion. Almost all the participants came to conclusion that students can achieve success in grammar acquisition by doing their homework or using the Internet. Only 15% (4 out of 27) had the reverse viewpoint.

According to the Ukrainian Ministry of Education and Science, language learners have to achieve a level of knowledge from grammar by the end of the 9th grade. In 5-6 classes learners have to be able to use grammatical constructions quite well in predictable situations. The fillers

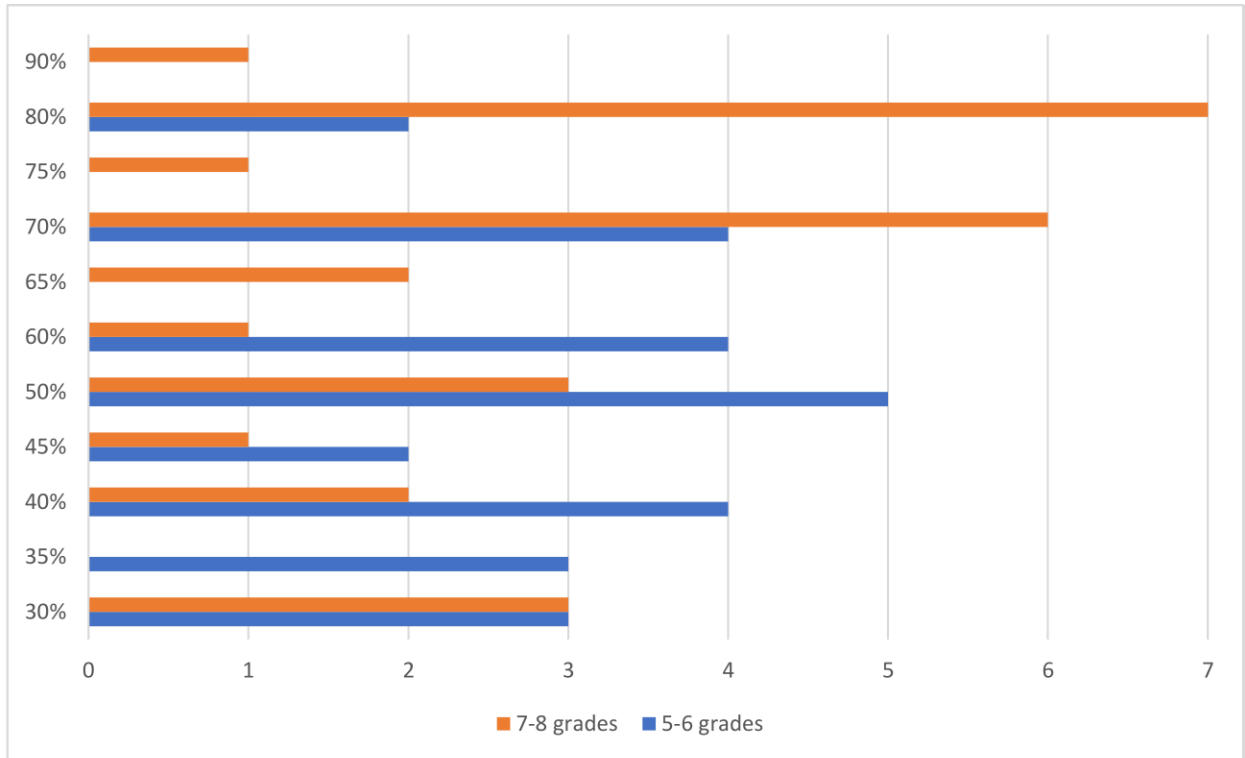
had to write the percentage of the learners who achieve this level in 5-6 classes. In diagram 3.3.6 it is seen that the following percentages were written by teachers:

- 30% - written by 3 teachers
- 35% - written by 3 teachers
- 40% - written by 4 teachers
- 45% - written by 2 teachers
- 50% - written by 5 teachers
- 60% - written by 4 teachers
- 70% - written by 4 teachers
- 80% - written by 2 teachers

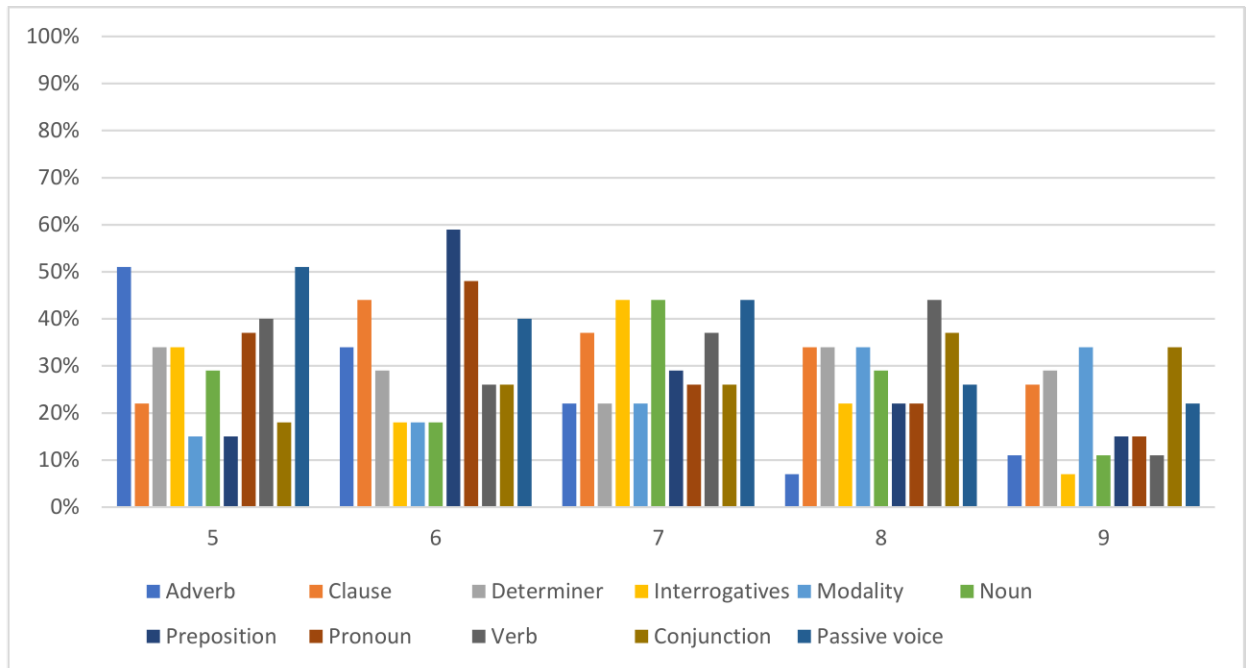
In 7-9 classes learners have to be able to use simple structures correctly, but can have elementary mistakes. Usually that he / she wants to say is understandable. Twenty-seven English language teachers wrote the average percentage of learners who achieve these levels in 7-9 classes. Among the answers were the followings which is summarised in diagram 3.3.6:

- 30% - written by 3 teachers
- 40% - written by 2 teachers
- 45% - written by 1 teacher
- 50% - written by 3 teachers
- 60% - written by 1 teacher
- 65% - written by 2 teachers
- 70% - written by 6 teachers
- 75% - written by 1 teacher
- 80% - written by 7 teachers
- 90% - written by 1 teacher

In diagram 3.3.6, it can be compared how many learners achieve the required level of knowledge of English by 5-6 and 7-9 grades. According to teachers, it can be summarised that in 7-9 classes a higher number of learners achieve the expected level, than in 5-6 grades. Most of the answers to this question in these grades were between 70-90%.

Diagram 3.3.6 The percentage of learners who achieve the required level of knowledge

According to the Ukrainian Ministry of Education and Science, students in each year have to learn a number of grammatical topics. From these topics the fillers had to choose those ones which are the most difficult for their pupils in grades 5-9. The teachers could choose any of these topics in each grade. As reported by the teachers, in the 5th grade the most difficult topic is the passive voice and the adverbs. 51% (14 out of 27) chose these topics which is seen in diagram 3.3.7. Determiner, clause and pronoun are less difficult which the topic of modality and preposition are the easiest ones in this grade. In the 6th grade, the topic of preposition is considered to be the most difficult by 59% (16 out of 27). Pronoun, clause and passive voice are also among the hardest ones which are chosen by nearly 44% (12 out of 27). Noun, modality and interrogatives are considered to be easy for the learners by tutors in the 6th grade. In the 7th grade three topics are thought to be hard for learners, the passive voice, noun and interrogatives, which are selected by 44% (12 out of 27) of fillers. Verb and clause are also between the complicated ones according to 37% (10 out of 27) of people. The other topics are recognised to be less difficult when learning English grammar. In the 8th grade learning verbs and conjunctions becomes heavy for the students. Nearly the half of the fillers chose these topics in this grade. In addition, modality, determiner and clause were chosen by 34% (9 out of 27) in the 8th grade. According to the diagram 3.3.7, in the 9th grade the grammatical topics are not as hard as in the other grades. Two grammatical topics are considered to be difficult for learners. These are the modality and the conjunction, selected by 34% (9 out of 27).

Diagram 3.3.7 The difficulty of learning grammar topics in different grades

3.4 Results and implications

The results show that more than the half of the teachers agreed that grammar helps people to make communication clear when the contextual information is lacking and also that teaching grammar is essential and should be considered in foreign language learning. In addition, the tutors acknowledged Larsen-Freeman's (2003) thought about grammar. 15 out of 27 teachers strongly agreed that they should educate their students about the appropriate use of grammatical forms and why certain forms are more appropriate than others in different situations. The introduction of grammar during the foreign language lesson is considered by 59% to be the most important way of teaching the usage of the language. The hypothesis that the acquisition of grammar depends on the introduction is proved almost all the teachers who all agreed with this statement. In addition, as it is seen in the results, firstly grammar, then the usage should be taught with the controlling of the teacher. It turned out, that most of the teachers use tables, pictures or drawing and discovering grammar techniques in presentation of grammar. What is more surprising, that more than the half of the fillers agreed that with the help of games learners can learn grammar without even noticing it. Added to this, 10 out of 27 sometimes while 5 out of 27 always use games during teaching grammar.

Both approaches of language teaching are preferred by nearly half of teachers. On the other hand, 9 out of 27 prefer only deductive, surprisingly 8 out of 27 only inductive approach. It means that these teachers mostly use these approaches during their lessons. The effectiveness of deductive approach is a controversial problem. Because more than the half of the filler think, that it is more

effective than the inductive approach. In contrast, the other half of the fillers have the opposite opinion. In addition, only less than the half of the teachers have the opinion, that students do not remember more if the teacher explains the rules, however more than the half have other opinion. The explanation of grammar is done in both of the languages according to the half of the teachers. On the other hand, however, 10 out of 27 tutors explain grammar only in the mother tongue of the learners, because it is easier to understand the rules this way for them. Consequently, only 2 out of 27 secondary school teachers explain the rules only in English. As reported by the teachers, inductive approach is more preferable by the students, perhaps because they can discover the rules themselves. Explaining the rules could be more time-consuming in lessons by the teachers, while in contrast a larger number of the fillers believes that it can be more effective too. When teaching grammar, selected by less of the tutors, it depends on the topic whether the teacher gives the rule or the examples first. Besides that, a few teachers have the opinion that it depends on the age of the learners, most of them give the examples first, others give the rule first.

Twelve topics were enumerated to the fillers to choose which approach would they use in teaching these grammar topics. When teaching adverb, most of the teachers use the inductive approach. Adjective is also taught deductively by the half of the fillers. Nearly the half of the fillers teach clause by using only deductive approach of language teaching. The case of teaching is also done deductively by 11 out of 27 teachers. In contrast, conjunction is usually taught inductively by the half of the fillers. The topic of verb is taught either inductively or by using both of the approaches. Modality and pronoun are usually taught deductively. On the other hand, tutors teach noun and passive voice by the use of inductive approach. Prepositions determiner are taught by both approaches while interrogatives only by using deductive approach.

Almost all the fillers agreed with the three big areas of pedagogical grammar and all the tutors always or sometimes take into account these aspects. In the next question, the fillers were asked if they agree with the following statements or not. More than the half agreed that GBT is very important in teaching a foreign language. In addition, nearly all the teachers agreed that the students learning style, educational background and age also have to be taken into consideration when teaching grammar. Nearly all the fillers acknowledged that different age groups require various topics. Teaching grammar can be conducted by means of corrective feedback on learner errors according to more than the half of the teachers. The question whether teaching grammar can involve discovering grammatical rules for themselves was controversial, because 6 out of 27 did not agree with it, while the others chose the option 'yes' or 'sometimes'. Almost the half of the fillers did not agree that some grammar lessons might consist of presentation without any practice. More than the half of the fillers agreed that teaching grammar is among the most important issues in teaching the foreign language, it is sometimes an unconscious process and it is important in

teaching a foreign language. The formation of grammatical competence should be based on didactic principles of continuity, systematicity and sequence according to more than the half of the teacher.

According to the secondary school teachers in 5-6 grades learners between 50-70% achieve the required knowledge of English. In 7-9 grades this number rises to 70-80%, as reported by teachers. Among the most difficult topics in 5-6 grades the adverb, preposition, passive voice and conjunction can be found. This topics in 7-9 grades change into interrogatives, noun, verb and modality. As stated by the teachers, the formation of grammatical competence should be based on didactic principles of continuity, systematicity and sequence.

After analysing all the questions, the following important conclusions can be made. Teachers agree that they should educate their students about the appropriate use of grammatical forms and why certain forms are more appropriate than others in different situations. Most of the teachers use tables, pictures or drawing and discovering grammar techniques in presentation of grammar. Inductive approach is more preferable by the students, perhaps because they can discover the rules themselves. Nearly all the teachers agreed that the students learning style, educational background and age also have to be taken into consideration when teaching grammar. Teaching grammar is among the most important issues in teaching the foreign language, it is sometimes an unconscious process and it is important in teaching a foreign language. In 5-6 grades learners between 50-70% achieve the required knowledge of English while in 7-9 grades this number rises to 70-80%.


CONCLUSION

Many different grammatical structures can be found in every language and in order to be perfect in a language, these peculiarities should be known. This assignment explains the central importance of teaching grammar. According to Thornbury (2002), there is no one and only way to define grammar because it might mean very different things to different people. He defines grammar as a process for making communication clear when contextual information is lacking. Grammar, on the other hand, is defined by Halliday and Matthiessen (2004) as a language's core processing unit, the powerhouse where meanings are formed. Therefore, Thornbury (2002), Halliday and Matthiessen (2004) emphasise the communication context which helps in creating meaning and thus provides the function of grammatical aspects in use. Keck and Kim (2014) define pedagogical grammar as a research domain that is concerned with how grammar can be taught most effectively and learned in the foreign language classroom. In accordance with Crystal (2003), grammar is comprised of rules which control the way a communication system works.

As reported by Azar (2007), Grammar-Based Teaching (GBT) emphasizes grammar as the foundation for the development of all language abilities, including speaking, listening, writing, and reading. Pérez-Llantada and Larsen-Freeman (2007) point out that there are several useful techniques of introducing grammar. The most important is to make grammar teaching context-based. It turned out that there are three major dimensions of linguistic units to be emphasized, i.e. form, meaning and use. Ur (1996) has discussed many grammar-teaching strategies, i.e. awareness, controlled drills, meaningful drills, etc.

Based on the theoretical material of part one it is vital that games are inevitable in childhood and ought to be used in grammar teaching lessons. Among the most important advantages is that games are motivating and entertaining, they can give shy students more opportunities to express their opinions and enable learners to acquire new experience.

The later part provides a theoretical review of the various grammar teaching approaches. The deductive and inductive approaches are compared and contrasted. According to Kulikova and Skvarina (2015), most significantly, when rules are taught in a deductive manner, the presentation should include examples, be brief, engage students' comprehension, and provide learners the opportunity to personalize the rule. In the case of pedagogical grammar, the inductive approach is also known as rule-discovery learning, according to most specialists. It advises that a teacher begin teaching grammar by offering some example sentences (Richards and Rogers, 2001). The advantages of inductive approach are that learners are taught how to uncover rules, which may improve their learning autonomy and self-reliance, learners' pattern-recognition and problem-solving talents are involved in this, and certain learners are engaged in this challenge. Several other



advantages of deductive approach are highlighted by Thornbury (1999), its logical method is direct and to the point, which can save time, a variety of specific practice/application examples are provided right away and it validates many of students' assumptions about classroom learning, especially those with an analytical learning style. Following the collection of tasks on teaching different tenses in passive voice, which proves that a significant number of exercises are accessible for teaching passive voice using both inductive and deductive approaches.

The research is also connected to teaching grammar. It investigates the opinions of the Transcarpathian teachers about teaching English grammar. Twenty-seven English language teachers took part in the research, from which nine teachers have been teaching English language for more than ten years. To conclude, the findings of this study suggest that teachers believe that they should teach to their pupils proper grammatical use and also why certain forms are more acceptable in various contexts than others. The majority of teachers teach grammar through tables, photos, or drawings, as well as discovering grammar strategies. Students favour the inductive technique, maybe because they can find the rules for themselves. When teaching grammar, nearly all of the teachers felt that the students' learning style, educational background, and age must all be considered. Teaching grammar is one of the most significant aspects of teaching a foreign language; it is often an unconscious process, but it is crucial in the classroom. Almost all of the participants agreed on the three major areas of pedagogical grammar, and all of them, always or sometimes consider these factors. Nearly half of participants favour both approaches to language education. On the other side, 9 out of 27 people prefer just deductive approach, whereas 8 out of 27 people prefer only inductive approach. This suggests that these methods are often used by these teachers in their classes. The usefulness of the deductive approach is a contentious issue because more than half of the participants believe it to be more effective than inductive approach. The other half of the participants, on the other hand, hold the opposing viewpoint. To sum up, both inductive and deductive approaches are used by foreign language teachers in secondary schools in Transcarpathia but there are some differences in how often and for what topics they choose these approaches.

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APPENDIX

Teaching grammar in secondary schools.

Dear Respondent!

My name is Edina Homoki, I am a fourth-year student of English language and literature at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. I am doing research about teaching grammar in foreign language lessons.

The questionnaire is completely anonymous. Thank you in advance for completing it, which will greatly contribute to the effectiveness of my research.

Have a nice day!

1. How long have you been teaching English?

.....

2. How can you define grammar?

.....

3. Grammar helps us to make communication clear when the contextual information is lacking.

1 2 3 4 5

I do not agree at all I fully agree

4. Grammar is the powerhouse and the central processing unit of language which creates the meanings.

1 2 3 4 5

I do not agree at all I fully agree

5. Do you agree with Larsen-Freeman's thought that grammar is a skill or a dynamic process whereby the students learn how to use grammar meaningfully and communicatively?

1 2 3 4 5

I do not agree at all I fully agree



6. Teachers should educate their students about the appropriate use of grammatical forms and why certain forms are more appropriate than others in different situations.

1 2 3 4 5
I do not agree at all I fully agree

7. Grammar is comprised of rules which control the way a communication system works.

1 2 3 4 5
I do not agree at all I fully agree

8. Grammar teaching is essential and should be considered in foreign language learning.

1 2 3 4 5
I do not agree at all I fully agree

9. The introduction of grammar during the foreign language lesson is the most important way of teaching the usage of the language.

1 2 3 4 5
I do not agree at all I fully agree

10. The acquisition of grammar depends on the introduction.

1 2 3 4 5
I do not agree at all I fully agree

11. Firstly grammar, then the usage should be taught with the controlling of the teacher.

1 2 3 4 5
I do not agree at all I fully agree

12. With the help of games, the learners can learn grammar without even noticing it.

1 2 3 4 5
I do not agree at all I fully agree

13. What techniques do you use in presentation of grammar? You can choose more than one option.

- direct explaining – in student's mother tongue
- discovering grammar



20. Students remember more if the teacher explains the rules.

I do not agree at all 1 2 3 4 5 I fully agree
 ○ ○ ○ ○ ○

21. It is better to let the students to discover the grammatical rules, than to explain it.

I do not agree at all 1 2 3 4 5 I fully agree
 ○ ○ ○ ○ ○

22. Do you explain grammar in English or in the mother tongue for the learners?

- English
- mother tongue
- both

23. What do you think, which ways of teaching grammar students prefer more?

- deductive – when explaining grammar
- inductive – when students have to discover the rules
- both

24. Choose one option to each question.

	if the teacher explains the rules	if the students discover the rules
Which is more TIME-CONSUMING, if the teacher explains the rules or if the students discover them?		
Which is more EFFECTIVE, if the teacher explains the rules or if the students discover them?		

25. Do you personally give the example first or the rule?

- example
- rule
- depends on the topic
- depends on the age of the learners



26. Which approach do you use when teaching these topics? Choose one approach to one topic.

	Adverb	Adjective	Clause	Conjunction	Verb	Modality
Giving examples and then the students find rules						
Giving rules first and then the examples and practice						
Using both approaches						

27. Which approach do you use when teaching these topics? Choose one approach to one topic.

	Pronoun	Noun	Interrogatives	Prepositions	Determiner	Passive voice
Giving examples and then the students find rules						
Giving rules first and then the examples and practice						
Using both approaches						

28. According to Keck and Kim (2014), the three big areas of pedagogical grammar. Do you agree with them?

	yes	no
1. foreign language grammar acquisition (learning)		
2. foreign language grammar instruction (teaching)		

3. grammar description		
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29. Do you take these above-mentioned aspects into account when teaching grammar?

- Yes
- No
- Sometimes

30. Do you agree with these statements?

	Yes	No	Sometimes
1) Is grammar teaching important in teaching a foreign language?			
2) Grammar teaching sometimes is an unconscious process, it happens often when children are practicing other language skills, for instance when they are writing an essay.			
3) Teaching grammar is among the most important issues in teaching the foreign language.			
4) Some grammar lessons might consist of presentation without any practice.			
5) Grammar teaching can involve discovering grammatical rules for themselves.			
6) Grammar teaching can be conducted by means of corrective feedback on learner errors.			
7) Different age groups require various topics, materials.			
8) The students learning style, educational background and age also have to be taken into consideration when teaching grammar.			

9) Grammar-Based Teaching (GBT), which uses grammar as the base, the starting point and foundation, for the development of all language skills: speaking, listening, writing, and reading, is very important in teaching a foreign language.			
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31. The formation of grammatical competence should be based on didactic principles of continuity, systematicity and sequence.

1 2 3 4 5

I do not agree at all I fully agree

32. The formation and development of skills and abilities of written speech (for example, composing a postcard, writing your address) requires constant and purposeful work on grammar.

1 2 3 4 5

I do not agree at all I fully agree

33. One of the main methodological principles of teaching English grammar is the principle of consistent learning, in which grammatical material is taught in a certain sequence.

1 2 3 4 5

I do not agree at all I fully agree

34. Students can achieve success in grammar acquisition by doing their homework or using the Internet.

1 2 3 4 5

I do not agree at all I fully agree

35. According to the Ukrainian Ministry of Education and Science, language learners have to achieve a level of knowledge from grammar by the end of the 9th grade. In 5-6 classes learners have to be able to use grammatical constructions quite well in predictable situations. How many percents of the learners achieve this level?

.....



36. According to the Ukrainian Ministry of Education and Science, language learners have to achieve a level of knowledge from grammar by the end of the 9th grade. In 7-9 classes learners have to be able to use simple structures correctly, but can have elementary mistakes. Usually that he / she wants to say is understandable. How many percents of the learners achieve this level?

.....

37. According to the Ukrainian Ministry of Education and Science, students in each year have to learn a number of grammatical topics. From these topics choose the topics which are the most difficult for your pupils in grades 5-9.

	5	6	7	8	9
Adverb					
Clause					
Determiner					
Interrogatives					
Modality					
Noun					
Preposition					
Pronoun					
Verb					
Conjunction					
Passive voice					

РЕЗЮМЕ

Іноземну мову можна вивчати як в офіційних, так і в неформальних умовах, наприклад, у школі чи вдома. Людина може володіти двома і більше іноземними мовами. У дитинстві легше вивчати іноземну мову. Діти можуть легше запам'ятовувати нові слова та фрази та вивчати граматичні структури за допомогою індуктивного підходу. Граматичне навчання є вирішальним у викладанні англійської мови. Основою англійської мови є граматики, яка засвоюється не спонтанно, а через навчання. Граматики визначає синтаксис або порядок слів, він також регулює такі фактори, як число та узгодження особи між підметом і присудком на рівні підречення.

Вивчення граматики є складним завданням для тих, хто вивчає мову як другу або іноземну. Для ефективного вивчення мови можна використовувати різні методи навчання та викладання. Викладачі граматики можуть вибирати між дедуктивним та індуктивним підходами. Індуктивний підхід різко розширився, оскільки за допомогою цього підходу діти можуть знайти правила граматичних тем. Оскільки дедуктивний підхід є більш складним, він потребує пояснень спочатку, а потім – практики.

Викладання граматики зазнало значних змін, і важливість навчання граматики з часом розглядалася по-різному. Окрім національних тенденцій, на його актуальність вплинули досягнення в емпіричних дослідженнях, проведених експертами з вивчення іноземної мови. Ці впливи змінили ставлення до викладання граматики з пріоритету навчання граматики до того, щоб нехтувати навчанням граматики, і, нарешті, до нещодавньої переоцінки важливості навчання граматики.

Ця робота допомагає оглянути та проаналізувати процес навчання граматики англійської мови; крім того, у цьому дослідженні узагальнено різні техніки, методи та підходи. Ця робота має на меті визначити різницю між дедуктивним та індуктивним підходами викладання мови, а також їх переваги та недоліки. Багато останніх досліджень були зосереджені на використанні цих методів під час викладання різних граматичних тем. У цій роботі показано викладання пасивного стану двома різними способами. Він дає детальний огляд викладання пасивного стану з використанням дедуктивного та індуктивного підходів.

Мета даної роботи є показати підходи та методи навчання граматики сучасної англійської мови.

Тема бакалаврської роботи – висвітлити найважливіші підходи до викладання граматики під час вивчення граматики англійської мови в загальноосвітній школі Закарпаття.

Мета даного дослідження є дати детальний огляд викладання граматики та проаналізувати ставлення вчителів англійської мови загальноосвітніх шкіл Закарпаття до процесу навчання граматики.

Завдання бакалаврської роботи такі:

- дати критичний аналіз відповідної наукової літератури;
- розробити теоретико-концептуальну основу даного дослідження;
- вивчити ставлення вчителів до підходів до викладання мови;

Методами дослідження є аналіз, порівняння, класифікація, узагальнення. Для оцінки ефективності навчання граматики використано метод анкетування. Для цього дослідження було відібрано кілька шкіл Закарпаття. У дослідженні взяли участь 27 вчителів англійської мови, з яких п'ятеро вчителів викладають англійську мову більше десяти років. Ці вчителі викладають у різних класах, де рідна мова учнів або угорська, або українська. Школи розташовані в різних куточках Закарпаття, що сприяло ефективності дослідження. Під час дослідження теми були сформульовані наступні гіпотези:

- Засвоєння граматики залежить від представлення.
- Граматику вчителі пояснюють переважно англійською мовою.
- Відповідно до вчителів, спочатку треба викладати граматику, а потім практична частина.

Бакалаврська робота складається із вступу, 3 частин, висновків, резюме, літератури та додатка. Частина 1 надає теоретичну та концептуальну основу для дослідження шляхом огляду навчання, що базується на граматиці, ознайомлення з граматичними прийомами, методами та прийомами навчання граматики, а також навчання граматиці за допомогою ігор. Частина 2 містить теоретичний огляд дедуктивних та індуктивних підходів до навчання граматики та приклади навчання граматики з використанням цих вищезгаданих підходів. Частина 3 представляє методика проведення, результати та обговорення емпіричного дослідження.

Практична цінність роботи полягає в тому, щоб надати емпіричні докази використання дедуктивного та індуктивного підходів у процесі навчання граматики.



NYILATKOZAT

Alulírott, Homoki Edina angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.

Beregszász, 2022. június 1.

Homoki Edina