

The Role of Grammar in Teaching Foreign Languages

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Abstract. In the teaching of foreign languages, after all the attempts and reforms, the understanding has been increasingly strengthened that without reliable linguistic knowledge it is impossible to achieve strong linguistic communication skills, which were considered the goal of teaching foreign languages, and that grammatical skills play an important role in the development of language skills. The role of grammar in teaching foreign languages is ambiguous. Grammar skills are equally important for speaking, writing, reading and listening. Grammar is a language stimulant. It generates meaning through relationships between lexical items. In this paper, we will try to show through theory all the possibilities of conducting a lesson with the maximum study of grammar, as well as to imagine how this actually happens in practice. We investigate which method is more often used in classes on the grammar of German as a foreign language. Particular attention is paid to deductive and inductive methods.

1 Introduction

The role of grammar in teaching foreign languages has changed over time. It used to be the most important part of the language, and there was an opinion that the language could be mastered if one had a good command of its grammar and rules. This is especially true of the method of grammatical translation, which has long remained unchanged despite attempts to change it through reform. After some time, the attitude towards grammar changed, and it lost its value. She was seen only as a burden on the students.

Anyone who wants to master a foreign language must have grammatical knowledge. When a child learns to speak, he acquires his native language naturally and automatically, and also uses grammar rules orally. Most children start learning a foreign language only in elementary school. Here they get acquainted with the system of rules of the language. In our experience, the topic "grammar" does not appeal to students, and they rather find it boring and uninteresting. It lays out the grammar rules that students need to learn in order to speak correctly. Students should not only memorize grammatical rules, but also be able to use them in various speech situations. Thus, knowledge of grammar is not the goal of learning a foreign language, but the ability to speak the target language correctly is important.

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2 Materials and Methods

The aim of this work is to show through theory all the possibilities of conducting a lesson with the maximum study of grammar, as well as to present how this actually happens in practice.

This paper describes the various possibilities of using grammar in the classroom, grammar games in a group, group competitions, and various methods. Particular attention is paid to deductive and inductive methods.

This paper explores which method is more often used in classes on the grammar of German as a foreign language.

The purpose of this work is to improve the teaching of German as a foreign language in such a way that this teaching is as interesting as possible for students, and not that they get bored when only one element of grammar is implemented in the lesson, and that the best possible learning results are achieved. To achieve such results, it is more expedient to use the inductive method in the classroom as often as possible.

The practical part of this study presents a survey that we conducted among some first and second year students, as well as among some foreign language teachers. This survey shows what grammar means in the classroom for students, how they perceive it, what teachers think about learning grammar, and what methods they use in the classroom to teach it.

At the mention of the word "grammar", each person has certain associations about this. What does the term "grammar" really mean?

The term "grammar" refers to the study of the rules for constructing a language or constructing individual expressions of a language.[4]

In other words, grammar is a way of organizing language.

Distinguishes grammar in linguistics and teaching foreign languages.

In linguistics, the term "grammar" includes the system of language rules and the description of this system by linguists. In terms of teaching a foreign language, grammar is a teaching and learning material that students must master so that they can form correct sentences, understand them and compose texts. When choosing a grammar, the learning goals in the group, the theoretical and psychological conditions of learning are taken into account.

Helbig [1], using the term "grammar", distinguishes the following grammars: grammar A, grammar B and grammar C.

Grammar A is understood as the complete system of language rules, regardless of how linguistics calls or describes it. This means that the grammar of a language and its system of rules exist independently of the scientific description.

Grammar B is a linguistic description of a system of rules. Grammar B is a linguistic description used for scientific purposes.

C grammar is a system of rules that students learn systematically in language classes or learn haphazardly without learning the language. By this is meant "grammar in the mind".

With regard to Grammar B, Helbig distinguishes between linguistic and educational (didactic) grammar.

Linguistic grammar describes language for scientific purposes.

Pedagogical (didactic) grammar refers to the description of a language, the purpose of which is the teaching and learning of the language in question. This grammar provides the teacher of a foreign language with recommendations and aids for lesson planning and preparation for the lesson, and also contributes to the development of grammatical competence.

The presentation of grammar in the educational (didactic) aspect should be simplified. It should have three criteria: understandability, acceptability and applicability.

Pedagogical-grammatical representations must be simple in terms of language and suitable for students in order to meet the first two criteria. The images provided should be concise, specific and descriptive. Purely verbal descriptions are of no use to students because they understand structure better when they can relate that structure to an image. Color, symbols, tables and diagrams enhance ease of understanding. The complex structures of the language should be presented as simply, clearly and understandably as possible. It is also very important that only the main one be highlighted with color or underlining.

With regard to the criterion of applicability, it is well known that many students fail to translate their theoretical knowledge into practical skills. Because of this problem, it is important that there is a slight psychological distance between representation and reality.

When teaching foreign languages, it is very important to develop the so-called grammatical competence. Grammatical competence is defined as knowledge of the grammatical means of a language and the ability to use them in practice.

In foreign language classes, a distinction is made between productive and receptive grammar. Productive grammar is a term used to refer to structures that learners can create themselves. Conversely, receptive grammar is a term used to describe structures that learners can only understand but cannot create. Blazewicz also writes about the "grammar of message" and the "grammar of understanding". [1]

Mastering a foreign language means that grammatical skills can be acquired unconsciously in real life situations. The study of grammar is a conscious action that develops in formal situations [6]. Knowledge of grammar is an important requirement for mastering a foreign language. Students should be able to correctly express their thoughts in a foreign language. Grammar skills are acquired in close connection with knowledge of the language.

Working on grammar should be an integral part of learning a foreign language.

Every speaker must master grammar, and every language teaching must include grammar, whether it happens (explicitly through rules or indirectly through patterns), when it happens, and to what extent it is necessary.

Knowledge of grammar can be of great help to the student in changing or transferring available phrases, and therefore one should not refuse to use them in the classroom.

The question arises of what impact grammar in communicative teaching of a foreign language has on communication. This means that when choosing grammatical material, one should take into account what speech intentions should be expressed, and that grammatical structures should be transmitted and consolidated in such a way that they can be effectively used in speech practice. Since there is not enough time to study a foreign language, it is necessary to choose from the totality of grammatical materials the so-called grammatical minimum, which forms structures that are often encountered. At the same time, it is necessary to distinguish between communicative grammar (productive grammar) and comprehension grammar (receptive grammar). Practice shows that in foreign language lessons, students usually acquire knowledge of grammar. This means that they acquire the ability to speak about the specifics of the language system and the ability to describe the rules used in the construction of sentences (parts of speech and their functions in a sentence, grammatical categories such as number, gender, case, mood, tenses, voice, etc.).

In the history of teaching foreign languages, many methods of managing foreign language acquisition have been developed. These methods arose under the influence of certain historical conditions. Therefore, a strictly chronological presentation is misleading, since older methodological approaches have also entered the teaching aids and teaching materials still used today and have retained their place.

3 Results and Discussion

The development of teaching methods plays an important role for both foreign language teachers and foreign language learners.

Of particular note are the following methods:

1. Grammar translation method
2. Direct method
3. Audio language method
4. Audiovisual method
5. Mediation method
6. Communicative method

The following part briefly describes the mentioned methods and ways of teaching grammar by various methods.

The first method mentioned in the literature is the grammatical translation method. This method is still known under the names "traditional method", "classical method", "deductive method" and "grammatizing method".

Special mention should be made of the name "deductive method". This means that a foreign language is learned according to numerous individual rules that are taught. Here we are not talking about the practical mastery of a foreign language, but about the formal construction and system of rules.

The grammar translation method is based on knowledge of the language.

Students get acquainted with the grammar of the language, and their knowledge is manifested in the understanding of various texts, as well as in the formation of sentences, which they themselves must correctly compose. Whether you speak the corresponding language or not, the translation of the texts will show.

Here, special attention is paid to grammar and translation.

When using the grammar translation method, writing and reading take precedence over speaking and listening. This means that the development of writing and reading skills are considered more important. Thus, the goal is not oral knowledge of a foreign language for communication, but mastery of the vocabulary of the studied foreign language and knowledge of grammatical rules.

The sequence of learning stages can be represented as follows:

- The way the grammar is presented generally corresponds to the way traditional grammar is presented.
- There are summary tables (for example, tables of conjugation and declension, ways of formation).
- Grammar is taught explicitly.
- Rules are formulated.
- Grammar terms are used.
- The grammar rules indicate exceptions.
- Teaching grammar is based on the deductive method.
- The goal is knowledge of the language.

The direct method was developed in the 1980s. This method is also called the "natural method", the "inductive method" and the "analytical method". The direct method is also considered a reform method. It originated as an opposition to the grammatical translation method and was the forerunner of the audio language method. The direct method became especially popular in Germany, the UK and the USA. The term "direct method" means that the foreign language should be presented "directly" [2], without the intervention of the native language. The native language is excluded from foreign language teaching as often as possible. Here the goal is to make the student think in the foreign language. At the same time, he should not compare a foreign language with his native one, but create for himself a new, independent language system.

Special mention should be made of the name "inductive method". This means that students learn a foreign language by independently determining the rules based on several examples.

With the direct method, language proficiency is more important than language proficiency. Speaking takes precedence over writing.

If one asks why the reform movement has arisen, there are two reasons. The first reason is the poor success of the traditional method. Unfortunately, this method was not very effective and the results were poor because there were too many flaws that could not be eliminated. The second reason for changing the objectives of education was the political and economic development of the means of communication.

Grammar editing is important for learning progress. A person always moves from simpler grammatical phenomena to more complex ones in order to re-develop the knowledge that he already has.

Grammar rules are not completely excluded from direct method teaching. They are taught at the end of the class, actually confirming and building on what has been recently learned.

Audio-linguistic method in German means the method of listening and speaking.

The audio language method was developed as a successor to the direct method in the United States in the 1940s. The audio-linguistic method is characterized, first of all, by sets of patterns that are constantly repeated until they are formed into stable habits. This method has the same principles as the direct method. These principles differ only in that in the audio language method, reading and writing are excluded at the initial stage. Learning a language by this method is not based on knowledge of grammar, as in the method of grammatical translation, but on the use of template sentences. This method is also characterized by monolingual teaching, i.e. mother tongue is excluded and students must communicate exclusively in the foreign language.

In teaching by this method, speech prevails over writing. Here, much attention is paid to teaching pronunciation. The main principles of teaching the audio language method are:

- Priority of spoken language over written (listening/speaking before reading/writing);
- Situation of the lesson: grammar speech patterns are built into everyday situations and presented in a dialogical form;
- Authenticity of language patterns (imitation of the speech habits of a native speaker, especially its pronunciation);
- Practice speech patterns through imitation and frequent repetition;
- Basic monolingual approach to learning, exclusion of the native language from the educational process;
- Improving the curriculum based on grammar learning materials by systematically increasing the complexity of the speech patterns of the language being studied.

A typical grammatical representation of this method is:

1. A collection of examples as a starting point for grammar work.
2. Development of optical signals (highlighting; arrows, etc.) that highlight a specific grammatical phenomenon and direct the student to recognize the patterns himself (inductive method).
3. Sentence template exercises with multiple variations.
4. Explanation of relationships in tabular form.

The audiovisual method in translation from German means a method carried out by means of hearing and sight.

The audiovisual method is a further development of the audiolingual method in the 60s. This method originated in France. As the name suggests, visual media play a huge role.

This method emphasizes the importance of listening and speaking skills. He prioritizes language skills over language knowledge. Grammar explanations are not given, especially

when viewed in isolation. This method excludes the use of the native language in the classroom and does not accept the comparison of a foreign language with a native language.

An example of grammar learning with an audiovisual method: matching adjectives

The audiovisual method includes the following stages of training:

1. First, an image or sequence of images is shown and shown along with a tape-recorded dialogue. Or a video example is shown.

2. In the second stage, we will deal with the individual parts of speech. They are explained so that students can understand them.

3. After that, the dialogues are memorized by repeated repetition of text and images.

4. Next, students are invited to compose their own dialogues for the images.

5. If possible, exercises on the set of proposal templates are also performed.

6. Writing and reading will be used in foreign language classes only later, because, as already mentioned, speaking and listening are of greater importance. When using audiovisual and audio language methods grammar is taught implicitly (with the help of structural templates - template detailing), the rules are cancelled. Here, grammatical terms are almost not used, grammatical patterns are visualized.

These methods pursue the goal of mastering speech.

The mediation method originated in Germany in the 1950s. He tried to combine the grammatical translation method and the audio language method. So, here we are talking about mentioning several methodological principles. These are: maintaining content orientation, activating students, proficiency in one language (except for learning grammar), inductive grammar learning, the importance of context, oral exercises for using the language, as well as reading and translation exercises. An example of grammar presentation using the mediation method: prepositions with the dative case: aus, mit, nach, zu, von, bei, gegenüber, auser, seit.

Anna verlässt die Wohnung bereits um 7 Uhr morgens. Anna leaves the apartment already at 7 am.

Sie lebt bei ihren Eltern zusammen mit ihrem Cousin. She lives with her parents along with her cousin.

Nach dem Waschen und Zähneputzen trinkt sie Tee. After washing and brushing her teeth, she drinks tea.

Sie lebt seit einem Jahr in München, weil sie einen neuen Job als Büroangestellte bekommen hat.

She has been living in Munich for a year now because she got a new job in the office.

Sie lebt also von ihrem eigenen Geld. Так что она живет на свои собственные деньги.

Nach der Arbeit geht er zu seinem Freund, den er in München kennengelernt hat. After work, she goes to her boyfriend, whom she met in Munich. Manchmal geht sie ihrem Arbeitskollegen entgegen. Sometimes she goes to meet her work colleague. Die Wohnung Ihres Freundes befindet sich gegenüber der Klinik. Your friend's apartment is across the street from the clinic. Merkt euch!: entgegen und gegenüber stehen oft nach dem Substantiv.

Remember!: entgegen und gegenüber are often placed after a noun.

Separate sections of the grammar part are built according to a very specific scheme:

1. First, examples of sentences containing a grammatical phenomenon are given.

2. Then a rule for a new grammatical load will be formulated. It is especially emphasized (that is, very important!) with the help of a frame and a closed set of letters (letters with spaces): in no case should you lose sight of the exception.

The sequence of learning stages in this concept is as follows:

Example → Rule (→ Exception, if any)

Exercises are offered in accordance with the introductory text and grammatical presentation. Example:

1. Anna leaves the apartment at 7 o'clock in the morning. Anna geht um 7 Uhr aus Wohnung.
2. She lives with her cousin. Sie wohnt zusammen mit ihr- Kusine.
3. She goes to her friend. Sie geht zu ihr- Freund.
4. Today you guys will ride your bikes to the University. Ihr fahrt heute mit eure- Fahrräder- zu Universität. .
5. The letter came from my grandmother. Der Brief kommt von Großmutter.
6. She has been living in Munich for a year now. Sie lebt schon seit ein- Jahr in München.
7. After work she visits her friend. Nach Arbeit besucht sie ihren Freund.
8. Your friend lives opposite the clinic. Ihr Freund wohnt Klinik gegenüber.
9. She buys a car with her own money. Sie kauft ein Auto von ihr-eigenen Geld.
10. She goes to meet her work colleague. Sie geht ihr- Arbeitskollegin entgegen.
11. She visits her aunt. Sie macht einen Besuch bei ihre Tante.
12. Pupils leave the classroom. Die Schüler kommen aus Schulzimmer.

4 Conclusions

In the communicative method, a foreign language no longer acts as a means of achieving the goal of education, but as a means of communication.

It is assumed here that if the goal of learning is to communicate in everyday situations, then one does not need to actively master the entire grammar, but rather the structures that are part of the elementary "grammar of communication". The grammatical phenomena necessary for understanding the meaning of an oral or written statement are receptive, respectively - "grammar of understanding". It is enough that the student understands these structures without being able to create them on his own. Thus, "a distinction is made between an comprehension grammar, which is more comprehensive, and an abbreviated message grammar" [1].

Grammar learning begins with speech intentions. Speech intention can be formulated using various linguistic means. The choice of language means depends on various factors. Therefore, for teaching a foreign language, it is necessary to use various language means.

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