EMPIRICAL RESEARCH OF USING INDUCTIVE WAYS OF TEACHING GRAMMAR IN TESOL

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Abstract. Grammar instruction is crucial for mastering students' language proficiency and their ability to apply grammar patterns in oral and written forms of communication. However, students' motivation to learn grammar has always been one of the key variables in successful foreign language grammar acquisition. Modern teachers have to deal with destructed students' attention, low motivation to learn grammatical materials by heart, and the inability of students to remember grammar patterns for a long period of time. The present investigation attempts to analyze the main obstacles hindering the development of students' grammar skills. On the basis of the survey findings, inductive methods of teaching grammar were proposed as effective approaches to enhance students' motivation to learn grammar.. Visual learning materials and grammar games are presented as digital tools to increase students; motivation. Based on the obtained results, it is highly recommended to apply inductive methods in ESL classrooms to facilitate students' natural acquisition of grammar.

Key words: Teaching grammar, inductive methods, visual aids, digital comics, graphic organizer, grammar games, students' motivation

Introduction. The English language has a huge impact on culture and society of many countries. For example, in Kazakhstan, the language is becoming more popular for most people. Furthermore, English gives learners the opportunity to be competitive as well as communicative. Thus, the main aspect of all students in learning a language is oral proficiency. Being an integral component of a student's ability to communicate in foreign languages, grammar competence is considered to be a key framework for successful foreign language acquisition. In terms of foreign language learning, the function of grammar is still a controversial question. Therefore, the question of grammar teaching methodology arises from this point. The variety of teaching methods occurs within the controversy over the notion of grammar at large. On the one hand, grammar is considered to be a fundamental core of any language. In accordance

with this, learning grammar is an essential component of language proficiency formation along with speaking, writing, listening, and reading instructions. Grammar is a vital component of language learning since it defines an entire system of target language structure and includes the principles of word-formation. In this case grammatical competence refers to the ability to communicate effectively comprehending the set of rules to construct sentences. In addition, improving grammar skills is a key factor determining students to communicate accurately in both written and oral forms [1].

The formation of students' grammar competence is one of the most challenging aspects of foreign language teaching because educators have to deal with the different levels of students' motivation and try to stimulate all of them to apply grammar patterns in speaking practice, reducing the level of their anxiety. Unfortunately, the overwhelming majority of students believe that grammar lessons are extremely dull and difficult to comprehend. Another problem is that many students are focused on developing their speaking skills rather than drilling grammar proficiency. Therefore, teachers are struggling to catch the attention of all students and to motivate them to learn grammar. Teacher's task is to elicit the type of students' personalities and to determine whether students are motivated enough or not and to apply an appropriate strategy to stimulate learners with different types of personalities to be active during grammar lessons.

The mentioned above factors determine **the topicality** of the research questioning the effectiveness of inductive methods as useful tools to increase students' motivation to learn grammar. Therefore, **the purpose** of the study is to determine the main obstacles hindering the formation of students' grammar proficiency and to propose strategies to increase students; motivation. In accordance with the purpose of the study, the following **hypothesis** was put forward: If we implement well-structured inductive learning strategies in grammar lessons, it will facilitate natural grammar acquisition and increase students' motivation.

To achieve the aim of the study it is crucial to solve the following **objectives:**

1. To determine the concept and importance of grammar instruction;

2. To investigate the main barriers hindering the development of grammar competence;

3. To provide an empirical analysis to evaluate the effectiveness of the inductive methods as teaching motivational tools.

The object of this research is review of an inductive approach to teach grammar as a tool to stimulate students' motivation to learn grammar.

The subject of the study is inductive methods of teaching grammar in ESL classrooms.

The findings of the study make a significant contribution to the theoretical analysis of the issue of foreign language grammar acquisition determining the internal and external causes of students' struggles to learn grammar. In the course of the research, modern motivational strategies for reducing students' hesitations in learning grammar were developed and implemented in inductive instruction.

Literature review

The formation of students' grammatical competence is a complex process integrating three categories: comprehension, formalization of knowledge in meaningful utterances, and fluency in the given speech act.

The term of teaching grammar refers to the systematic instruction of target patterns forming students' grammar competence. Teaching grammar is a dynamic process that is based on teachers' explanation, learning aids, instructions of the basis of the first language, and exercises to apply the studied material on practice [2]. Grammar lessons are not focused only on the grammatical structure of the particular patterns in the learning context. Awareness of linguistic properties of the language as the system is forming on the basis of comprehensive teacher's instruction. There is no doubt that teaching grammar is not the easiest task in the modern classrooms, where students' motivation and level of anxiety are playing a key role for the teachers to choose the method of instruction and adapt the learning environment to create the most appropriate conditions for grammar acquisition. Grammar instruction is not only the way teachers form students' awareness of the language system. To some extent, teaching grammar deals with the applying various instructional techniques that facilitate the learning process itself and help to guide students' attention focusing it on grammar patterns.

It is important to understand grammar when learning a new language since it defines the entire structure of the language and allows us to understand the principles of word-formation. In this study, grammar is considered to be a more fundamental term than a set of rules to learn the target language. Teachers viewed grammar as a core competence of the native speaker, aiming to convey knowledge and literacy to students. A student's ability to communicate in the target language depends on his or her ability to formulate thoughts and sentences in the target language grammatically correctly. Students are taught grammar in this way so that they can develop their skills in appropriate, meaningful, and

accurate use of grammatical structures. In order to demonstrate the importance of grammatical competence as a fifth language skill alongside three fundamental language skills, this research proposes that it is a fifth language skill along with four fundamental language skills [3].

The amount of effort required for students to complete a task [4].

Visibility is an essential learning tool to form students' grammar proficiency. Foreign language teaching assumes implementation of visual materials to engage students' motivation and facilitate comprehension of language grammatical structure. In general, visual-based learning content is provided in textbook materials, various grammar diagrams and pictures. However, implementation of visual learning principles are partially implemented in grammar instruction despite the presence in the ESL classrooms [5].

As a form of example-based teaching, inductive grammar involves students examining grammar application from given examples rather than absorbing ready-made materials and teachers' explanations. When compared to deductive approaches that assume moving from general explanations to examples, inductive methods make teaching more motivating and meaningful for students. The implementation of visual support on the basis of digital storytelling in lessons is proposed as a means of introducing grammar rules to students and increasing their interest in lessons. Being implemented in the process of inductive grammar instruction, visual learning materials should be functional and facilitating means of demonstration. Stern (1992) claims that inductive methods of teaching are also known as example-drive or bottom-up approach, since the teacher encourages students to draw their conclusions on the basis of given examples and verbalize the grammar rules. Consequently, inductive grammar instruction has common principles with direct methods and natural approaches to teaching foreign languages because students find out target grammar rules without the teacher's explanations. Since students acquire the grammar rules from the independent experience of understanding and representing systematically graded examples of its application, learning on the basis of inductive methods is meaningful and memorable for them [6].

Methodology. For a deeper investigation of the study, an online survey due to Google forms has been conducted. The survey has been done during the fall semester among first-year of L.N. Gumilyov ENU 28 bachelor's degree students. The survey aims to reveal the main obstacles hindering the development of students' grammar proficiency and to propose an optimal strategy for effective grammar instruction on the basis of the findings. Firstly, we would like to reveal

the level of students' language proficiency. In terms of the purpose of this study, we have to establish the correlation between students who have problems in applying grammar rules on practice and learners with a high level of self-confidence in their grammar skills.

Secondly, we aim to reveal the main elements of the learning process and grammar instruction that stimulates students to participate during grammar activities or hinder their active participation.

Ultimately, we would like to develop teaching strategies stimulating students' motivation to learn grammar on the basis of inductive teaching methods. Conclusion. To conclude, nowadays, learning grammar by simple memorization is not effective. Students tend to recognize and understand grammatical rules when lessons are more interactive. Theoretical and practical significance of the research lies in the fact that it investigates the main barriers in grammar instruction and provides a solution on the basis of inductive methods of teaching. Inductive methods of grammar instruction strive to motivate students to learn how to apply grammar rules in practice. Teaching grammar inductively on the basis of visual aids is a dynamic process that differs from simple memorization the set of grammar rules. Applying a digital visualization tool in inductive grammar instruction increases its efficiency, since this method makes the learning process meaningful and memorable for students. Visual-based learning helps to conduct grammar lessons in an interactive way, encouraging students to recognize and understand grammatical rules on the basis of independent investigation. Research on grammar instruction by inductive methods has both theoretical and practical significance as it investigates the main barriers and offers a solution.

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