



New Approaches and Methods in Language Teaching

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Abstract. *This study explores the role of grammar instruction in language teaching, drawing on Noam Chomsky and constructivist theories by Jean Piaget, Lev Vygotsky, and Jerome Bruner. It highlights the importance of cognitive and social processes in language acquisition. The study reviews various teaching strategies, including inductive and deductive methods, collaborative and inquiry-based learning, and technology-supported techniques. Findings show that grammar should be taught in meaningful contexts rather than through memorization. A student-centered, multi-method approach enhances communicative competence and ensures more effective and lasting learning.*

Keywords: *language, language teaching, grammar, grammar teaching, method*

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Dilin tədrisində yeni yanaşmalar və metodlar

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Xülasə. *Bu tədqiqat dil tədrisi çərçivəsində qrammatika təliminin rolunu araşdırır və effektiv öyrənməni dəstəkləyən yanaşmaları təhlil edir. Noam Chomskynin universal qrammatikası və Jean Piaget, Lev Vygotsky, Jerome Brunerin konstruktivist nəzəriyyələrinə əsaslanaraq, koqnitiv və sosial proseslərin əhəmiyyətini vurğulayır. Tədqiqat mühazirə və sual-cavab, induktiv və deduktiv yanaşmalar, birgə və tədqiqata əsaslanan öyrənmə, vizuallaşdırma və texnologiya dəstəkli üsullar kimi müxtəlif strategiyaları əhatə edir. Nəticələr göstərir ki, qrammatika tədrisi əzbərləmə ilə məhdudlaşmamalı, kommunikativ səriştə və tənqidi təfəkkürü inkişaf etdirən kontekstlərdə təqdim olunmalıdır. Çoxmetodlu, tələbəyönümlü yanaşma öyrənmənin effektivliyini və davamlılığını artırır.*

Açar sözlər: *dil, dil tədrisi, qrammatika, qrammatika tədrisi, metod*

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Introduction

Throughout history, languages have evolved, changed, and taken on a structured framework of rules to meet the needs of societies. This set of rules is called grammar and ensures the correct, effective, and conscious use of language. In traditional language teaching, grammar has mostly been approached through memorizing rules; however, this approach has been insufficient in developing the functional use of language. Today, the understanding of language teaching views grammar not only as a set of rules but also as a tool that supports understanding, expression, and critical thinking. Accordingly, grammar instruction aims not only for students to use language correctly but also to gain linguistic awareness and improve their communication skills. Therefore, modern language teaching is considered a student-centered and interaction-based process that utilizes a combination of different methods and approaches.

Language teaching and learning have a history as old as humanity itself. Traditional approaches to language teaching have largely relied on the transmission of grammatical rules. However, there are differing views on the scope and teaching methods of grammar. Grammar can be considered, in a narrow sense, as a set of rules, or, in a broader sense, as a field encompassing the structure, functioning, and use of language. In this context, grammar is a branch of science that examines sound, form, and sentence structure, and reveals the rules of language. Today, grammar instruction is no longer seen as limited to memorizing rules; it is considered a multifaceted process that develops cognitive skills such as comprehension, expression, and critical thinking. Especially in native language instruction, grammar contributes to accurate and effective communication by increasing an individual's linguistic awareness. Therefore, grammar instruction is a fundamental learning area that supports both the correct use of language and higher-order thinking skills.

Grammar Teaching: At its core, grammar teaching aims to help students discover the structural elements of a language (sound, form, syntax) within meaningful contexts. Chomsky's (1965) universal grammar theory argues that individuals possess an innate capacity for language acquisition, demonstrating that learning cannot be explained solely by external stimuli. These developments paved the way for cognitive and subsequently constructivist approaches. Constructivist learning theory argues that individuals do not passively receive information from the outside, but rather construct it through their own mental processes by interacting with their prior knowledge (Naghiyeva, 2024). In this context, learning is considered an individual and social construction process. Jean Piaget, Lev Vygotsky, and Jerome Bruner are among the founding figures of the constructivist approach. According to Piaget learning occurs through assimilation and adaptation as a result of an individual's interaction with their environment. Mental development progresses through specific stages, and this development directly affects language learning. Vygotsky argues that learning is a social activity and that individuals' areas of potential for development can be expanded through guided learning and social interaction. According to him, language is both a tool for cognitive development and a cornerstone of learning. Bruner states that the functions of language in acquiring, interpreting, and transmitting information play a central role in mental development (Ekizer, 2025). According to him, learning is constructed through the individual's active interaction with their cultural environment. In grammar teaching, the use of much newer and more effective methods, in line with modern technology, is now an unavoidable necessity.

Approaches and Methods

1. In language teaching, lecture and question-and-answer methods hold a significant place among the approaches used. The lecture method is one of the oldest and most classic methods for conveying grammar topics quickly and concisely. However, when used alone, this method is insufficient for

ensuring lasting learning and can lose its appeal for students. Therefore, it should be preferred more in a limited way, especially during the summarizing and presentation of basic information stages.

2. The question-and-answer method promotes active student participation, critical thinking, and curiosity. In this approach, the teacher uses questions to help students understand and reinforce the topic, making it particularly effective after lectures. When applied appropriately alongside other methods, it enhances the overall effectiveness of the language teaching process (Ismayilli, 2025).

The four skills-based method (reading, listening, speaking, writing) adopts a holistic approach to teaching grammar. Students learn grammar in context through carefully selected texts, followed by speaking and writing activities. This approach enables learners to internalize grammar through practice rather than memorization, leading to more effective and lasting learning.

3. Inductive and deductive methods are important cognitive strategies in grammar teaching. In the inductive method, students learn intuitively and through discovery by arriving at rules from examples. This approach supports critical and scientific thinking skills. In the deductive method, general rules are given, and students are then asked to apply these rules to examples (Mammadova, 2024). This method, which is particularly suitable for students with well-developed abstract thinking skills, contributes to the systematic and structured learning of subjects. Dramatization (play-based learning) is an effective language teaching technique, especially at the primary school level. In this method, students actively participate in the learning process through role-playing and dramatization. Play-based learning increases student motivation while making information easier to understand and retain. It also makes learning more understandable and enjoyable by allowing abstract grammatical concepts to be concretized (Abbasova, 2024). The group work method is based on collaborative learning. Students working together to produce knowledge helps them grasp grammar concepts more easily. This method develops a sense of responsibility, communication skills, and a collaborative work culture in students. It also makes the language teaching process more efficient and participatory by supporting learning through the exchange of ideas and interaction.

7. Demonstration and Practice Method: Students learn effectively through seeing, hearing, and doing; therefore, demonstration-based methods are highly important (Ashrafova, 2025). In this approach, the teacher guides the process by first presenting correct examples and then encouraging students to practice them. It is especially useful for language teaching, vocabulary acquisition, and writing activities.

Presentation Method Strategy: Based on David Ausubel's meaningful learning theory, this strategy involves presenting information in a structured, logical, and sequential way (Babayev, 2025). The teacher explains concepts clearly, ensuring that students are mentally prepared to understand and internalize new knowledge.

Discovery Learning Strategy: This student-centered method encourages learners to actively participate and reach conclusions through their own discoveries. Learning occurs inductively, as students analyze information and form generalizations, which also enhances critical thinking and problem-solving skills (Boiko, 2025, p. 5).

Inquiry-Based Learning Strategy: This approach focuses on problem-solving. Students identify problems, form hypotheses, collect and analyze data, and draw conclusions, while the teacher acts as a guide. It helps learners develop both subject knowledge and future problem-solving abilities.

Shadowing: Widely used in foreign language teaching, this technique involves repeating speech simultaneously with a speaker. It improves pronunciation, intonation, and fluency, while also

strengthening listening skills. Recording and evaluating one's own voice increases awareness and retention (Saez-Zevallos, 2024).

Visualization: Particularly effective in teaching grammar to younger learners, this method uses visual aids and colorful materials to make abstract concepts more concrete, engaging, and easier to remember.

Visual Methods: Tools such as TV programs, films, and theater present language in natural contexts, making learning more enjoyable and lasting. However, materials should be appropriate to the learners' level.

Field Trip Method: This supportive approach enables students to experience language in real-life settings, making learning more meaningful through observation and interaction.

Exposure Method: This method emphasizes intensive use of the target language. By actively engaging with the language, students naturally acquire its rules, which accelerates the learning process.

Conclusion

In light of the information provided above, we must first state that language teaching is not simply about teaching grammar. Language is not learned by teaching grammar; on the contrary, it makes learning more difficult and unpleasant. Language teaching is a challenging process that requires the use of many methods and components together. Therefore, conducting language teaching with multiple methods, rather than a single one, both accelerates the process and makes learning enjoyable and engaging. In conclusion, we must move beyond rote memorization of grammar rules in language teaching and rethink methods, finding new approaches and methods. Following the methods applied in the contemporary world while adding new approaches and methods is now a great necessity. Whether for our own children or for foreigners, finding new methods, opening new horizons, and utilizing technological innovations in teaching Turkish is a necessity brought about by the times.

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