

Methods of Teaching of Grammar

The traditional method:

The traditional method enjoyed a high place in teaching of grammar some decades ago. Under this method, grammar is taught with the help of a grammar book containing definitions, rules, exercises and examples etc. The teacher tries to make the rules and definitions more clearly to his students by giving various examples. In simple words, we can say that rules and definitions and then teacher asks them to solve the exercises given in the text-book on grammar. In this way the procedure in this method is from rules to example."

Demerits of traditional method:

ÉMemorization of rules and definitions is a dull task. Therefore, students do not find interest in them.

ÉStudents may forget the rules and definitions even after memorizing them.

ÉThis method does not proceed from known to unknown, simple to complex and particular to general.

ÉOften young learners found themselves lost in the confused problems and examples.

The inductive-deductive method:

There are two main ways that we tend to teach grammar: deductively and inductively. Both deductive and inductive teaching have their pros and cons and which approach we use when can depend on a number of factors, such as the nature of the language being taught and the preferences of the teacher and learners. It is, however, perhaps generally accepted that a combination of both approaches is best suited for the EFL classroom. These two approaches have been applied to grammar teaching and learning. A deductive approach involves the learners being given a general rule, which is then applied to specific language examples and through practice exercises. An inductive approach involves the learners detecting, or noticing, patterns and working out a rule for themselves before they practice the language.

Inductive method is being successfully used to teach grammar. Following steps are followed in this method:

(1) Systematic presentation of examples and illustrations-First of all the teacher present examples and illustrations in a systematic order.

(2) Observation and analysis of examples- The teacher presents two types of sentences and helps his students to analyze them. The teacher asks them to note the change is verbs, to point out the subject, verb and predicate in the sentences. Then, mark the changes that they find in the second type of sentences.



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(3) Generalization- After the analysis of two types of sentences, the students themselves come to generalization.

(4) Application of the rule.-after explaining to the students the changes in the second type of sentences the teacher explains the rules.

(5) Practice in the change of voice with the help of examples-The teacher asks his students to change the sentences of Active Voice into Passive Voice and from Passive Voice to Active Voice. He provides them ample practice and asks them to give more examples.

Advantages of the Inductive-Deductive Method:

Following are the advantages of inductive-deductive method:

(1) This method is considered to be the best method for teaching grammar because it follows some sound educational principles.

(2) Rules discovered by the pupils themselves are easily remembered by them. So there is no need of memorization of rules.

(3) It develops thinking ability among the pupils.

(4) It makes the learning of grammar interesting.

(5) It keeps the pupils active.

Disadvantages of the Inductive-Deductive Method:

This method is suitable only at the early stage.

The informal method

This method is very useful in the early stages when pupils are taught orally. It suggests the teaching of grammar not by rules but by usages. It advocates that by continuous practice grammar can be learnt easily. But all rules cannot be explained through this method. It takes much time and systematized knowledge of grammar cannot be provided by this method.

Limitations of Grammar Teaching:

É Researchers have revealed that learning the rules of language is not enough for acquiring perfection. Language learning largely depends on practice and habit formation because it is a matter of skill.

É Knowledge of grammar does not help in either fluency of speech or articulation and colloquial expression.



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ÉIt never provides ideas.

ÉIt actually hinders the spontaneous learning of a second language.

ÉThe use of full analysis is a waste of time as compared to the effectiveness of many other methods.

Considerations while teaching grammar:

ÉThe teaching of grammar should be started as soon as pupils acquire some command over the language.

ÉThe lesson should be prepared in advance.

ÉThe method of teaching adopted by the teacher should be according to the age, interest, ability and the general standard of knowledge of the students.

ÉAt the early stage, example is more important than the rule.

ÉAppropriate material aids should be used wherever necessary.

ÉTeacher must himself be very particular about the correct and incorrect forms.

ÉThe material at each stage should be determined by the items of language that students have learnt.