

TEACHING APPROACHES AND METHODS IN ENGLISH GRAMMAR

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Abstract: *This thesis offers a thorough analysis of grammar instruction in English language schools, contrasting the more modern communicative approach with the more conventional structural approaches. The grammar translation method, the direct method, the audio-lingual method, and the silent way are among the conventional techniques examined. On the other hand, the communicative approach prioritizes interaction and communication over rigorous adherence to grammar rules. Notwithstanding the possible advantages of the communicative approach, the thesis also addresses some of its drawbacks and restrictions. In conclusion, the thesis discusses the current status of teaching English grammar, pointing out the clear drawbacks of excluding grammar instruction and the need to restore grammar's proper place in classroom instruction and language communication.*

The long search for the most effective way to teach English has produced a wide range of approaches or methods. Each method, whether it be the direct method, the audio-lingual method, the grammar translation method, or the cognitive code, is founded on a different perspective on language acquisition and typically suggests the use of a particular set of tools and strategies that may need to be used in a certain order. New teaching approaches frequently make lofty claims, but none of them have been proven to be inherently better. There are multiple approaches to achieving the goal of FL (foreign language) competency, and teachers must be aware of a variety of approaches to determine which is best suited to the needs and circumstances of the learners as well as the course objectives. This is part of the modern, adaptable, and practical mindset. Often, an eclectic approach must be introduced, wherein elements of various approaches are chosen to satisfy the requirements of par.

Grammar is the aspect of the English language that has generated the most fervor and debate. Over the last four decades, there have been academics and educators worldwide who support or oppose grammatical instruction. Prabhu (1987) [1] makes the case that communication should be the primary means of language acquisition, believing that grammar instruction is impossible due to the complexity of the knowledge a speaker needs to use a language. Some theorists have a strong disapproval of grammar, such as Krashen (1985) [2], who maintains that formal grammar instruction does not aid in the "acquisition" of the knowledge necessary for engaging in authentic communication. He emphasizes that since knowledge can only be unconsciously acquired through language contact and cannot be taught in a stable, regular form, grammar instruction is unnecessary. Generally speaking, detractors contend that the goa.

However, teaching grammar is never a necessary component of teaching a foreign language. Although their voices may have been temporarily overpowered by the din of students occupied with practicing dialogues, there have been theorists and educators who have emphasized the importance and necessity of grammar in foreign language instruction.

According to Harmer (1983) [3], "...students should have a grasp of the major grammatical concepts that are essential for any language user in order to have communicative efficiency.". Additionally, Batstone (1994) [4] contends that a language devoid of grammar would be anarchic, with countless words without the essential rules for their arrangement and modification. Furthermore, "Crucially, the ability to use grammar in a variety of situations could seriously impair effective communication in a language.". As early as the 1960s, Chomsky (1966: 24) proposed that "a grammar can be regarded as a theory of a la" (Batstone, 1994) [5] dot.

It seemed that grammar instruction lost ground in FLT with the introduction of the communicative approach. For a while in the 1980s, grammar instruction in language classrooms even vanished due to the influence of Krashen and Prabhu's disregard for grammar. It tends to go the other way, though, when things start to get extreme. Following years of practice and negative feedback, linguists have resumed their efforts to restore grammar's proper place in language communication and classroom instruction as more and more people have realized the clear drawbacks of doing away with grammar instruction. Widdowson [10] noted in one of his speeches that language is made up of two parts: comprehensive lexical chunks and analytical grammatical rules, which serve as linguistic adjustments. Learners cannot develop the ability to produce grammar without first mastering the language's grammar

The various methods used in English language instruction are crucial in determining how proficient students are in the language. The present state of English grammar instruction is examined in this essay in an effort to highlight successful strategies. However, it is imperative to clearly define the primary objective—foreign language competency—from the very beginning. The term "foreign language competence" in this paper refers to the range of skills and abilities that students gain while studying English. These include not only correct grammar but also fluency in speaking, listening, reading, and writing. This objective must be clearly stated because it serves as the basis for our investigation into different methods of teaching grammar. We hope that by providing a thorough definition of foreign language competency, we will lead the reader through an informed conversation about English grammar instruction.

"Structured teaching," another name for the traditional teaching approach, emphasizes knowledge. Using a strategy similar to semantic capsules, language items like words and sentences are presented and practiced in a way that helps learners internalize them as meaningful forms. Once learners have mastered semantic knowledge, the underlying premise is that they can use it effectively in practical language skills like speaking, reading, and writing. In summary, communicative activities pertaining to the mother tongue can be performed in the same way (albeit to a lesser degree) today. This is predicated on the idea that transmitting knowledge is the primary goal of education and that students can figure out how to apply their knowledge on their own.

This does not imply that classrooms employing this method are idle. In most cases, there is a lot of doing: students are busy practicing the four skills, reading passages, speaking in groups or pairs, and creating sentences. However, this approach, in general, views these activities primarily as a way to internalize knowledge rather than as a goal attained

through the application of knowledge, and activities that call for the practice of various skills are intended to assist learners in solidifying their language proficiency. These are gadgets made specifically to aid in language acquisition. Knowing is more important than doing. Here are a few popular traditional teaching techniques.

The Grammar Translation Method has its roots in the Old Latin and Greek teaching approach, which had a significant impact on society in the 19th century. Its foundation is a careful examination of the written word, with a focus on reading comprehension, translation exercises, and text imitation. Learning is primarily divided into two components: learning grammar rules and memorizing literary words, which are frequently selected for their well-known meanings rather than their interest or linguistic complexity. Written translations of unseen passages into the target language are the primary homework assignments, while oral translations from reading books into the target language are the primary classroom activities. Grammar rules are learned through repeated translation practice, and learners apply them automatically. Seldom is speaking or listening emphasized as an activity. The result of this method in the past was [that] students who had.

The Direct Method This approach, sometimes referred to as the oral method or the natural method, is predicated on the use of the foreign language by the learner in authentic everyday contexts. Avoid utilizing the learner's mother tongue; instead, encourage them to think in a foreign language instead of translating it. Pronunciation is highly valued, and before looking at standard orthography, students are frequently guided to examine phonetic symbols. Stay away from jargon and formal grammar rules. Though it is still popular, the direct method is not a simple approach for us in the classroom because it is hard to create authentic learning scenarios and give everyone enough practice in the artificial setting. As a result, the method has undergone several variations. Specifically, in order to prevent students from becoming inaccurate, teachers frequently allow a certain amount of mother-tongue explanation and grammatical statements.

This method seeks to create an atmosphere that minimizes instruction and promotes students to create their own unique usage of the language components that are presented. In order to discuss a set of colored rods, the teacher uses a few verbs (which are equivalent to "take," "give," "pick up," and "put"), adjectives, pronouns, and other language skills in the first lesson. and gradually increasing the sentence's length (e.g. A. Michael should receive the green rod. The goal is to empower the students to choose and manage their own sentences with appropriate intonation and rhythm. No use of the students' first language is made, and the teacher does not reiterate the content or give them sentences to mimic. For the purpose of guiding the students' learning while saying as little as possible, the teacher provides them with color-coded pronunciation guides and vocabulary charts. The pupils continue to speak to each other.

The Communicative Approach In both L1 and L2 instruction, there was a general backlash in the 1970s against approaches that prioritized teaching grammatical structures and gave little to no consideration to how language is used in real-world contexts. By emphasizing learners' comprehension of language's functions and their capacity to choose suitable language types for use in particular contexts, FLT was developed to become "communicative.". There was a greater interest in the scenarios themselves as well as the type of language the student

would probably encounter (e.g. A. at a bank, a restaurant, etc. (). By simulating these scenarios, "situation syllabuses" attempted to teach the different language activities involved, including asking, thanking, complaining, and instructing. "Notional" or "functional" syllabuses offered a significant substitute for the focus on formal language instruction. Here, a course's content is arranged according to the meanin.

Grammar is being rehabilitated these days a necessary, unavoidable part of language use and language acquisition (Doughty and Williams, 1998 [19]). There is no denying the benefits of teaching and learning with an emphasis on form. The question of whether observing a specific linguistic form can aid in its acquisition has been the subject of extensive research in the field of second language acquisition in recent years. A linguistic form in the input is believed to function as a necessary, but not a sufficient, condition for processing when conscious attention to the input is observed. According to Robinson, Schmidt, and Skehan, learners' capacity to identify linguistic forms in the input appears to be connected with their learning success. It goes without saying that individuals are now more focused on identifying and developing suitable methods to cultivate and enhance language learners' awareness of grammar.

As we work through the complexities of methodology and pedagogy, it becomes clear that practical solutions are required to bridge the gap between theory and practice. Practical suggestions for implementation include: incorporating adaptive learning technologies that tailor grammar exercises to individual learners' needs, allowing for personalized and efficient practice; designing language activities that involve real-world tasks, encouraging students to apply grammar rules in authentic contexts and fostering practical language use. To provide continual training for educators so that they may stay up to date on innovative teaching approaches and provide a dynamic and responsive English curriculum. By integrating these practical suggestions, educators can improve the effectiveness of English grammar instruction, resulting in a more interesting and individualized learning experience for students.

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