

THE ROLE OF MODERN AND TRADITIONAL ACTIVITIES IN TEACHING GRAMMAR

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Abstract

Language plays an important role in communication, and grammar is the main important element for any language, because the formation of sentences depends primarily on the structure of its sentences. Without grammar, we cannot imagine a sentence. Therefore, grammar is needed for all languages to construct correct sentences. When the grammar is correct, the sentences of the language make sense.

Keyword: grammar, separate subject, grammar-translation method, direct method, functional level, dialogue-presentation, language laboratory, audio-lingual method.

INTRODUCTION

The place of grammar in the English Language Teaching courses have often kept switching over the centuries depending on the prevalent convention / practice or the dominant theories of language analysis and language learning premised on which several English Language Teaching (ELT) methods were propounded one after the other. The main aim of the teachers in teaching grammar is to teach the structure of the language systematically and make their students get good command over the language to produce the learned grammatical structures accurately when they use them in their real-life situations in either spoken or written form. As there are different methods, approaches and techniques in teaching grammar, the teachers of English have been using various techniques while teaching English grammar teaching classrooms. Even today, most of the teachers are using grammar translating method or direct method while they teach grammar in their classrooms. Moreover, in most of the classrooms, grammar has been taught deductively as teachers of English think that it reduces their burden since teaching grammar inductively consumes more time and energy. Furthermore, the teachers of English should also apply various techniques in their teaching instead of choosing a single or two methods while teaching grammar. In English language teaching, grammar plays a major role and the modern and trained teachers should apply various techniques in their teaching and they should also realize the importance of grammar in various English Language Teaching (ELT) techniques. This paper highlights the role of grammar in English Language Teaching (ELT) Techniques in detail. First of all, this paper discusses the Grammar Translation Method, Direct Method, Audio-Lingual Method and The Oral-Situational Language Teaching. It also comprehensively discusses the role of grammar in these techniques. Later, this paper also presents the role of grammar in modern approaches like Communicative Language Teaching, Total Physical Response and Eclectic Approach. Then this paper also elaborates how the teaching of grammar has undergone major shifts in its focus/attention such as Grammar based, Situation based and Function - Notion based in detail.

Keywords:English Language Teaching (ELT), English as a Foreign Language (EFL), First Language (L1), Grammar Translation Method (GT), Target Language (TL), Listening, Speaking, Reading and Writing (LSRW),

Language plays an important role in communication, and grammar is the main important element for any language, because the formation of sentences depends primarily on the structure of its sentences. Without grammar, we cannot imagine a sentence. Therefore, grammar is needed for all languages to construct correct sentences. When the grammar is correct, the sentences of the language make sense. So, it is more important to understand the importance of grammar in a language. Since grammar is the structure and sound of the language, everyone focuses on it. Even native English speakers have recognized the importance of grammar and therefore are able to speak in their own language, i.e. English in grammatically correct sentences. Also, grammar helps students to understand what makes sentences, paragraphs, and even long essays, short stories, clear, understandable, and interesting. The current situation in most schools and colleges is that grammar is taught as a separate subject and English learners learn it only by breaking the rules of the language. Moreover, grammar is taught prescriptively, not descriptively. Therefore, language learners cannot show their talent either in speaking or writing. Therefore, English teachers should understand the situation and try to find the right solution for students to master the language by applying the rules of grammar learned in English classes. In addition, English teachers should understand the actual situation of students and try to take appropriate measures to develop their English learning skills. Also, teachers should pay more attention to grammar when using different methods, approaches and methods of teaching English. Therefore, some of the ELT methods are discussed below in order to determine the place and role of grammar in English language teaching.

programs.

Grammar-translation method

This method has ruled the world for more than a century. The main concentration of this method was to help students acquire knowledge of the target language. This method ignored the spoken form of the language. O'Grady et al. (1993) "This approach emphasizes reading, writing, translation, and the conscious learning of grammatical rules. Its main purpose is to develop the literary skills of the second language. Memorization is a key learning strategy and students spend more of their class time engaging in language-related conversations than speaking within the language. Information requires commitment to memory paradigms, patterns and vocabulary, translation is used to check non-inherited data. The Grammar-Translation (G.T.) method dominated European language teaching/learning for almost a century between the 1840s and 1940s. German scientists John Seidenstucker, Carl Plotz, H.S. Ollendorf and John Meidinger were the main force behind the study and implementation of G.T. Method. In addition, the American teacher B. Sears also used this method as the Prussian method from 1845. Grammar learning/teaching was entirely based on the goal of helping students read and appreciate foreign language and literature. Grammar learning/teaching was used to translate into and out of the target language as thought as a second language. Grammar learning/teaching consists of memorizing the rules of different sentence forms, different grammars are taught based on instruction and the rules of the target language are followed, and more emphasis is placed on accuracy. English as a Foreign Language (EFL) G.T. The method is an invention of the 18th and 19th centuries. They adopted the strategy of favoring grammatical rules with translation. G.T. The method was accepted as a model by experts and became an ideal method of teaching modern languages in the curriculum.

Direct method

The direct method was based on the assumption that a second language can be learned in the same way that a child learns a first language. The direct method facilitated a learning classroom that seemed natural and contextual. Specific instruction on grammar was not emphasized, but one-on-one communication was encouraged. The direct method appeared as a reaction against G.T. Method. It was developed at the end of the 19th century when the whole world needed a language to communicate in various fields such as business, travel, international exchange, political and economic reasons. empowering people in various fields. So they looked for the language used to communicate in Europe. Thus, in the 19th century, the direct method was updated. According to Diller (1978: 23), "The direct method has one basic rule: no translation is allowed." It emphasized learning the language in a contextual way and preferred to avoid the mother tongue by teaching the meanings through action and visuals. More precisely, it was a monolingual approach. The main contributors to this method were Pendergast and Sanver (1826-1907). They developed the Natural Method, the advice of G.T. Method. The same method was later called the direct method. The German scientist I. Frank also deals with the psychological aspect of language learning, they discuss the principle of direct connection before forms and meanings in learning the target language. The role of grammar in direct method G.T. Method. In this context, Richard and Rodgers (cited in Geeta Nagraj, 1968, p. 78) state that "Grammar is not taught in a clear and deductive manner as in G.T. classroom, but mostly learned through practice. Students were invited to make their own structural generalizations from what they had learned and an inductive process. In this way the study of grammar was preserved at the functional level, it is confirmed to areas that are constantly used in speech. Grammar was systematically taught in the later stages, and it began to be taught in a foreign language using foreign language terminology. The presentation of categorized sentences in the form of short speeches was aimed only at improving communication skills. , stress and pronunciation. Students were encouraged to independently derive grammatical rules through the structure presented in class.

Audio-lingual method

This is an extension and modification of the direct method. The main goal is this

The development of oral speech, translation and use of the mother tongue is not allowed in language class. He worked on the concept of the mechanical process of habit formation includes dialogue memorization and pattern exercises. He is engaged in the acquisition of vocabulary as well as practicing grammatical sentence patterns. This method was directed (Nagraj, Geeta, 1996: 79) suggests that the language teaching method can be justified. in strictly scientific disciplines such as linguistics and psychology. Audio-lingual method considered all form skills separately. This is the main means of language learning through this method

there was a dialogue-presentation in the language laboratory. The emergence of the audio-lingual method can be associated with language teaching. A program developed in America during World War II. Participating in the second America's World War II needed large military personnel who were fluent in languages. Different movements of German, Italian, Chinese, French and Japanese etc. are possible language Charles Fries (1945) of the University of Michigan developed using this method. Structuralist theory was later joined by behavioral psychological theories of conditioning by Skinner (1957). Learning grammar is not directly emphasized, but learned by mastering different grammatical sentence patterns. Everything grammatical cues, like the direct method, were elicited after sentence presentation example in contextualized speech.

Teaching oral-situational language

In the 1920s, an approach to systematic language teaching developed. Included in this mechanized steps of selecting, ranking, and presenting language elements and context practice in a language learning class. This approach began to be called oral

approach to language teaching. In the oral approach, it came after the spoken language element written forms are practiced situationally after a brief introduction as language objects. Later, this principle of situationality became the main feature of the oral approach and took a new shape. Verbal - Name as a situational approach. Linguists such as Hornby and Palmer are behind the study of this method. Linguists Gurry, Frisby, Billows and Fittman also contributed greatly to its development this is the method. In particular, Fittman and his colleagues developed a very large set of practices material. The approach existed in the 1920s and 1930s as linguists such as Hornby. Palmer worked hard to establish the launch pad for this approach. At this point, it is appropriate to quote phrases Richards and Rogers (1968: 33) state that 'Grammar teaching/learning proceeded as follows systematic rule of learning from simple things to complex things. Grammar content

learned through an oral approach. Grammar was taken as a "base sentence". example of oral speech".

Communicative Language Teaching (CLT)

This approach was advanced by O'Grady et al. (1993) that, "Knowing now only for production a grammatically correct sentence is not enough. Must be a good communicator. Also know now how to produce words that are appropriate, natural and socially acceptable in everything. Contexts of communication "Hey, dude, you fix my car! is grammatically correct, but it's not "Excuse me sir, I was wondering if I could come in the house my car was repaired today ... (communication ability)". The main goal of communicative language teaching (CLT) is to develop communicative competence ability in the language learner by recognizing the interconnectedness of language and Larsen-Freeman, (2004: 121) says: "Although discussed earlier methods made students able to say grammatically correct sentences. The classes were still partially successful in producing and helping students with those methods. Use sentences correctly outside the classroom." Thus, in the 1970s, several linguistics and Teachers began to think that the production of sentences should be combined with its actual communicative use, because the ability to communicate requires more than just skill linguistic structures. Linguists such as Widdowson (1978), Wilkins (1976) and Hymes D. (1971) Innovations such as "Usage/use", "Communicative functions" and "Communicative". Competence accordingly. The Role of Grammar in Communicative Language Teaching (CLT) never central. Teaching/learning grammar is done unconsciously in language use in a communicative context.

Total physical response

Grady et al. (1993) describe the total physical response as: "It accounts for silence a term considered necessary for some L2 learners. During the main section of Total Physical

Answer: the students do not need to speak, but instead think about simple obedience second language commands. These requirements will eventually become more complex. For example, if you walk towards the door, your head will turn into force as you walk towards the door from class. The purpose of this approach is to correct physical activity using meaningful language as a method of inculcating concepts." Thus, this method combines the two teaches language through speech and movement and physical activity. More specifically, a teacher

gives commands and instructs the students to perform the action according to the instructions. Richards and Rodgers (1968: 92) suggest: "It was developed by the psychologist James Asher. A method that combines developmental psychology, educational theory, and educational pedagogy. Grammar teaching/learning is done inductively when the teacher presents sentence structures

contextually. Grammatical elements learned subconsciously they are chosen according to what situation and in what situation they can be used in the classroom they can be learned."

An eclectic approach

Sometimes, one chosen method is not justified enough to teach a language students and classrooms if it does not meet all the needs of language curricula. If available

stage methods provide a gap for deficiency, which must then be filled. Any other method that can have strong point(s) and fix these gaps at this stage. This type of belief gave rise to the idea of combining different strengths methods and compile it into one. This belief got its name as an eclectic approach This is a deviation from strict guidelines, which is inherent in any method and is flexible enough

Name a series of corrective steps to successfully use a language class. Thus, an eclectic approach is a combination of all the best approaches and methods discussed above. So far we have seen this, although there have been strong opposing views on the matter importance of teaching grammar, it has always been part of its curriculum changing popularity and position with almost all methods and approaches of the English language.

Language teaching.

In terms of teaching English, there is grammar teaching has undergone three major changes in focus/attention. Situational and function is concept-based. In developing the above three, we see how pedagogical grammar has always been part of the course.

Based on grammar

The history of English language teaching has witnessed maximum superiority grammar-based English courses. Under the auspices of the traditional approach, that is. Grammar- The method of translation, teaching grammar was so important that almost has become synonymous with language teaching. This stage of grammar rule language teaching continued for centuries, that is, until the emergence of modern linguistics. Modern linguistics looks at this language from a new perspective and therefore changes have taken place included in the language teaching methodology. Hence, the traditional Latin was replaced by a modeled Grammar-translation method Modern, Structuralism-based teaching methodologies. Such a substitution was introduced clear changes in the overview, approach and theory of methods. But it is the amount of grammatical elements present in the aforementioned methods remained unchanged with a slight change in the processing of grammatical elements in the form teaching methods and strategies in a real classroom situation; for example; for example descriptivism replaced prescriptivism. Thus, grammar continued to retain its central position from traditional grammar. A method of translation into American audio-lingualism and English oral-situationalism method. These methods were based on the assumption that language is a set of rules language is a system of systems. This type of grammar is reflected in its superiority material instrument produced at that time. Based on the situation by the mid-18th century, diction had changed and linguists and teachers believed language is a tool of communication, not a set of basic rules. So, made sure that the language is used in specific situations in the real life of the researchers based on the expected situations of the language materials, the methods of language teaching use That is why the units and chapters of case-based reasons have such items or headings "At the bank", "At the airport", "At the railway station", "At the office" and others. These are covering grammar and lexical items related to chapters and units the situations. Situation-based courses did not cover all common grammar positions included and highlighted in the items expected to be required by students after completing the course.

Function is concept-based. The strengthening of the communicative approach attracted researchers and linguists realized that the situational approach has certain major practical

limitations. For example, so then it is difficult to regulate the situations that students are expected to face completing the course in their real lives. Secondly, even if the situations are listed, this is what happens it is nearly impossible to teach each of them in classroom situations. So, the situation-based model has been replaced by a function- and concept-based model. It was a model

is based on the assumption that language is used to perform certain functions in society and that language is a means of communication. Here, materials appeared with titles such as "describing persons and places", "giving and receiving instructions", "giving instructions", "writing speeches", "writing thank-you letters, regrets, condolences and greetings" and so on. These headings belong under the headings grammatical vocabulary items are spoken. For example, an attempt was made to educate simple present tense and statements or affirmative sentences when teaching recipes, imperatives and sequence words in teaching instructions; and using the passive voice while teaching report writing.

Conclusion

This article examines the role of grammar in English Language Teaching (ELT) highlighted. For this purpose, first of all, Grammar-Translation was discussed in this article grammar-translation method, direct method, audio-lingual method and oral-situational language teaching. Also, the role of grammar in these methods is thoroughly discussed. Later, this article also presented the role of grammar in modern approaches. Communicative language teaching, total physical response and the eclectic approach. Then this article also details the major changes that have taken place in the teaching of grammar attention/attention, for example, grammar-based, situation-based, and function-concept-based detail. Finally, this article has provided useful suggestions for both teachers and educators by improving students' teaching and learning skills through various teaching methods paying more attention to grammar. In the above discussion, language teaching methods and even shifts in language teaching courses, we have seen that grammar has always been a key part the process of language teaching and learning. Such a situation has retained its importance and role and importance of pedagogical grammar. That's why teachers English majors should understand the importance of grammar in teaching English styles, methods and approaches and give more priority to grammar in teaching them because grammar is not only in sentence formation, but also in oral and written communication. Teachers following appropriate teaching methods more emphasis should be placed on grammar, of which English is the main important component teaching english. Grammar plays a key role in teaching English. English teachers should pay more attention to grammar and teach it to teach his students English systematically and preparing students to be good communicators in the future.

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