The Methods of Teaching English Grammar. Introduction. Grammar is the building block of any language. It follows, then, that second language learners must be taught the grammar of their new language in order to attain fluency, to be able to self-correct, and to be able to compose and express complex ideas correctly. Ellis's definition of grammar teaching is as follows: Grammar teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so that they can internalize it (p. 84). Knowing the rules of grammar gives them a solid reference point toward which to orient. Most books on language teaching list the various methods that have been used in the past, often ending with the author's new method. These new methods are usually presented as coming only from the author's mind, as the authors generally give no credence to what was done before and do not explain how it relates to the new method. There are many methods of language teaching and a considerable amount of controversy as to the best way of foreign languages teaching abroad at present. However it is possible to group them into (1) traditional methods which have their origin in the grammar-translation method, and (2) audio-lingual methods which are considered to be a further development of the direct method line. There are many methods of teaching languages. Some have fallen into relative obscurity and others are widely used; still others have a small following, but offer useful insights. There are three principal views. The audio-lingual method was developed in the United States around World War II when governments realized that they needed more people who could conduct conversations fluently in a variety of settings.
languages, work as interpreters, code-room assistants, and translators. However, since foreign language instruction in that country was heavily focused on reading instruction, no textbooks, other materials or courses existed at the time, so new methods and materials had to be devised.