

عنوان مقاله:

Teaching Grammar Explicitly versus Teaching Grammar through Games

محل انتشار:

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خلاصه مقاله:

Teaching grammar has long been a challenge to most teachers. Whereas some teachers look for ways to teach grammar implicitly through input, others emphasize on rule instruction explicitly. This study investigated the usefulness of each in the context of young learners. A total of 73 students from Year 4 (aged 10) took part in this study. They were selected from 2 different classes and divided into two groups. The control group was given explicit teaching of grammar while the experimental group was given implicit teaching of grammar. A pre-test was conducted in order to determine the initial grammar competence of the students. After 8-weeks treatment, an immediate post-test was given to both classes to evaluate their progress. The data analysis revealed an improvement of 4.86% increase for the experimental group who received grammar lessons implicitly. As for the control group, the class also indicates improvement of 2.91%. These results demonstrate that both types of grammar teaching give positive effect towards pupils' grammar competence. However, implicit teaching of grammar has greater outcome than explicit teaching. Therefore, teachers can make benefits of applying both methods in their teaching of grammar. The result of this study have some pedagogical implications

کلمات کلیدی:

Teaching Grammar, Explicit teaching, Implicit Teaching, Grammar Competency

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