Chapter – V

Teaching of English Prose, Poetry

and Grammar

The objectives of teaching prose are two: (1) to promote pupils’ knowledge of the language, and (2) to promote their knowledge of the subject matter. They are very close to the objectives of teaching reading. The basic purpose of prose passage is to help learners comprehend its content and language so that they are able to answer the questions given at the end of the passage. This is possible when we provide opportunities to learners to read the passage on their own silent way without interruptions or interference. In this regard the techniques of skimming, scanning and intensive reading play vital role in making learners independent and autonomous. So the principles that we have discussed in relation to developing reading skills will be relevant for teaching any prose that is meant for intensive reading. Loud reading slows down reading speed and diverts the attention of the reader. These are other reasons also for discouraging loud reading.

- Reading aloud involves speaking (Pronunciation, intonation, pitch, accent etc) and nothing to do with reading comprehension.

- If the teacher reads aloud and explains the ‘meaning’ of the passage, it is listening and not reading that is being taught.

- Our eyes move faster on the page when we read silently. In listening to the passage, we are slower, for which may not get all the words correctly.(due to noise in or outside the class or because of some hearing problem)

- Not all the students read at the same speed; some read faster than other. If the passage is read aloud, everyone is forced to follow the text at the same pace.
What is said above does not mean that we can not read anything aloud in the class. Perhaps, there are some activities which can not be appreciated without reading aloud. For instance, necessary rhymes at the elementary level can not be appreciated if they are not read and recited aloud. A poem can be appreciated if it is read aloud. The purpose is to help learners understand the music that a poet creates through words. However, a prose text is best understood when it is read silently.

Teaching of prose texts for examination purposes, involves not only comprehending their content but also the language associated with that content. Most of English syllabuses at school and college levels in Uttarakhand will have a prescribed textbook that, among other things, contains the different prose passage relating to science, arts, fiction etc. If there is more than one text in the syllabus, one may be for detailed and another for non-detailed study. Generally, such texts are meant to be read intensively in order to understand their content, the writer’s intentions and viewpoint, which are mostly done through the ‘comprehension question’ given at the end of each text. These questions can involve skimming, scanning and intensive reading techniques to answer, for this purpose, the teacher will have to help his students to practice their skills so that they are able to write answers to the questions.

One of the difficulties that students face in answering these comprehensive questions is that they are not tackled in the class unless the whole passage has been read. By the time, the teacher finishes the last part of the passage; students have already forgotten their previous portions. The result is that students rely on ready-made answers form ‘guides’ and the teachers finds no time to ask students to read passage again. Such a difficulty can be overcome if the passage is broken into several parts, each part finished in one class with additional questions based on that part. If the teacher has only 30
minutes available for his English classes, it would be wrong to assume that a passage of 5000 or more words can be finished in one go. He will have to break the text in smaller bits, giving students time to read text on their own, do the tasks and get the feedback. This will help students not only to comprehend the whole passage but also motivate them to read more.

Nowadays, we have text books that are based on communicative approach to teaching/learning. The emphasis there is only developing silent reading habits in students so that they become effective communicators in English. ‘Read Silently’ is the real reading task which students have to do independently.

Any text can be broken into small units so that teaching becomes enjoyable and interesting. The teacher can give various activities on language, vocabulary etc. and also get immediate feedback if the lesson is followed by some written or oral work. This would need proper and prior planning on the part of the teacher so that the objectives that he has set for himself and those that curriculum planners have thought of while prescribing the text are achieved efficiently. That is why lesson planning is considered essential in achieving success as a teacher.

A good teacher will need to know how to be professionally very competent. He must know what language he is to teach his students and what rules govern that language. The teacher must know that language he is to teach his students and what rules govern that language. The teacher must also know what skills he would ask his students to perform. Generally, all the four language skills will be worked on, but their relative merit can be decided upon only by the teacher.
The teacher must also know that teaching aids he would need and what aids are available in the school. If no available what would he do to compensate for their absence; may be he will have to use the blackboard sketches or other easily available materials.

A good teacher will have a large repertoire to activities for his class. He will know when to make a presentation (i.e. is lecture on a topic) and when to ask his students to do something on their own. He would know when to introduce an individual task and when to engage students in pair and group work. In fact, as a manager, the teacher’s job is very crucial for the success or otherwise of his teaching.

A poem is a work of art and display of craftsmanship of the poet in using words to give expression to his emotions, feelings and experiences. They offer a rich, varied repertoire and area source of enjoyment for learners and teachers alike. The language that poetry uses is not the same that we normally use in day to day communication. This language does not have the same structure as the language of prose. Poetry is ‘recreating language’. The poet deliberately uses words in a way, that ordinary speakers of the language cannot. His words carry more meaning or multiple meaning than we could normally think of in real life communication. F.L. Billows opines:

“We can compare prose to walking, moving from one place to another on the surface of the earth, getting the world’s daily work done; poetry may be compared then to dancing, rising above the surface of the earth, perceiving its relation, getting its fuller view of its reality.” (233)

The aim of teaching poetry is basically to enable learners to understand and appreciate it as a piece of art in the same way as one appreciates a good painting/picture. R. N. Ghosh says that”the language of the poem is at least as important as the content which it presumably conveys…(93).” The use of Poetry in ESL classrooms enables students to explore the linguistic and conceptual aspects of the written text without concentrating on the mechanics of language. Especially if the poem is in dialogue form (as most of the ballads are) it acts as a powerful tool in simulating learning while acquiring a second language because learners become intellectually, emotionally and physically involved in the target language within the framework of the culture.
Poetry rich in dialogues provides students with a dramatic script. Drama places the learners in situations that seem real. Learners use the target language for specific purposes, language is more easily internalized and is, therefore, remembered. Nobody can enjoy a poem unless he understands it. But comprehending a poem may not be simple for learners. The teacher’s job is to help the learners not only to appreciate the poem but also understand it by drawing their attention to the different nuances of meaning that words can get in poetry.

How a poem should be taught

Traditional practice in teaching poetry has been to give learners background information about the poet’s life, age, society etc. Nobody bothered to ask if the background information was all that important. The teachers could direct learners to the Library where he would find many books on the Poet’s life. There seems to be no reason why students would know the birth/death dates of poet, the titles of their works, and so on. What is important for students (at any level) is their familiarity with some examples of good literature that would influence their style and thought.

Another practice in the past has been (and is still going on) in many situations to explain the poems word by word and line by line, or by paraphrasing it. If teacher does all this student has nothing to do. A good teacher will always leave something for students to do so that they can develop their critical faculty. He would allow sufficient time to learners to go deep into the poem and share the experiences expressed by the poet.
Not all the learners understand poetry in the same manner as at the same speed. Individual differences in learners should always be kept in mind. They must be given sufficient time to go through a poem on their own so that they appreciate it fully.

The best way to introduce a poem is to read it aloud. It is the responsibility of the teacher to guide the language learning process by-

- Modeling pronunciation, intonation, stress, rhythm and oral expression.
- Facilitating comprehension of vocabulary, idioms, cultural aspects and plot.
- Stimulating interest and conversation and interacting with the students.
- Creating a student- participating language learning experiences.

A good teacher should always be familiar with the rhyme, pitch and intonation pattern of English. If possible, teacher must use pre recorded (readymade) material. But enjoyment cannot be have without understanding. The teacher may ask simple questions to check whether or not his students understand the poem. Visual aids like pictures, drawings etc. can be used to help learners comprehend the poem. Many poems are rich in graphic imagery. Simple drawing on board could enhance the interest of students and help them to understand a poem better.

It is very important that different activities- individual, pair or group are designed to involve the learners in a poem’s theme. For instance before a poem is read or listened to, it is important that a warm up activity (also called brainstorming) is given to arouse learner’s curiosity. A warm up activity could be a nursery rhyme, a song from English as learner’s mother tongue for which the learners are asked to sing for identifying similarities/differences in the various rhymes. As the teacher can ask simple questions like, ‘what do you think the poem is about?’
Questions like these increase learner’s curiosity and help them in developing one of the important sub-skills in reading, prediction/guessing/anticipating. Like prose, the teacher should plan his poetry lessons beforehand and give importance all that he wants to say about a poem.

The initial advantage of poems is their length: many poems can be finished in a single class. However, longer poems might take a little longer. Depending on the size of the poem, it could be broken into two or more parts. Care should be taken that by way of reinforcement, the previous part is read aloud before the next class begins. The teacher does not need to read that himself, he can ask a student to read earlier portion.

Whatever activities the teacher selects, he should encourage students both to develop their own responses to poetry and to read and appreciate poetry in English on their own.

Creating Drama with Poetry: Teaching English as a Second Language through Dramatization and Improvisation

Creating Drama with poetry is an exciting language learning experience. The technique employs a multi-sensory approach to language acquisition by involving second language learners physically, emotionally, and cognitively in the language learning process. The use of poetry as drama in the English as a second language (ESL) classroom enables the students to explore the linguistic and conceptual aspects of the written text without concentrating on the mechanics of language. Students are able to develop a sense of awareness of self in the mainstream culture through the dramatic interpretations of the poems.
Second language acquisition becomes internalized as a direct result of placing the learners in situations that seem real. The students use the target language for the specific purpose of communication. They experiment with non-verbal communicative aspects of language (body language, gestures, and facial expressions), as well as verbal aspects (intonation, rhythm, stress, slang, and idiomatic expressions), while interpreting the poems. The students begin to feel the language and gain the confidence to interact outside the classroom using the target language.

Some poems are mini-dramas, often written in dialogue form, and are suitable for dramatization because they are short and usually have one simple, but strong emotional theme. Poems expressing strong emotions, attitudes, feelings, opinions, or ideas are usually productive for learners. Students become engaged in free flowing extemporaneous conversations as they interact with one another prior to the dramatizations and during the improvisations. The students compare and contrast cultural behaviors and attitudes, analyze and explore the linguistic and conceptual differences between the written and spoken word, and interact co-operatively to orchestrate the dramatizations and improvisations.

The role of the teacher

In this technique, students have more responsibility for their own learning. However, this does not diminish the importance of the teacher in the instructional process. It is the responsibility of the teacher to guide the language learning process by:

- modeling pronunciation, intonation, stress, rhythm, and oral expression;
- facilitating comprehension of vocabulary, idioms, cultural aspects, and plot;
- stimulating interest and conversation, and interacting with the students;
• establishing an acting workshop atmosphere;
• creating a student-participatory language learning experience.

Implementing this technique in the classroom

In this approach, the teacher provides students with the background to the poem and introduces difficult or unusual vocabulary. The teacher then reads the poem aloud to the students. After the poem is read aloud, the class discusses it together. Students then listen again as the teacher re-reads the poem. In the next step, the students read the poem chorally and then take turns reading it aloud individually.

The students then prepare to dramatize the poem by selecting character roles and discussing scenery, props, lighting, and costumes. Students rehearse the dramatization of the poem and then do an improvisation based on the poem. After experimenting with character interactions and dialogues, the class discusses the improvisation.

Examples of poems that have been used successfully in the ESL classroom

One dramatization of a poem that has been used successfully and is recommended for high intermediate or advanced adult ESL learners is John Wakeman's "Love in Brooklyn." Students portray characters in a love relationship and compare and contrast cultural views ["I love you, Horowitz," he said, and blew his nose. She splashed her drink..."]. They can experiment with colloquialisms, epithets, and slang and learn to use language appropriate for different interpersonal situations ["The hell you say," he said.] ["You wanna bet?" he asked.]. Dramatization also allows students the opportunity to interpret and practice using body language as a means of non-verbal
communication ["...She took his hand in hers and pressed it hard. And his plump fingers trembled in her lap."].

"Why Did the Children Put Beans in Their Ears?" by Carl Sandburg is one poem that is recommended for beginning and low intermediate adolescent and adult ESL learners. Students portray a husband and wife who ask two rhetorical questions about why children do things that they are expressively told not to do ["Why did the children put beans in their ears..."] ["Why did the children pour molasses on the cat..."]. Through the dramatization, students can utilize intonation, rhythm, stress, body language, facial expressions, and gestures to convey the frustrated interchange between the disgruntled and bewildered characters ["...when the one thing we told the children they must not do was..."].

"Woodpecker in Disguise," by Grace Taber Hallock is recommended for advanced beginner and low intermediate level young children. Students take turns being the narrator ["Woodpecker taps at the apple tree."] ["...says he."] ["Little bug says..."] ["Woodpecker says..."]. Students portray the woodpecker practice using body gestures ["Woodpecker taps at the door."] and asking questions ["...Who is it, sir?"].

"Read This with Gestures," by John Ciardi, is recommended for advanced beginner and low intermediate level young children. During the dramatization, one student speaks to one or more people ["It isn't proper, I guess you know,..."] In the improvisation, students may co-operatively dialogue the four actions; the students read, dramatize, and improvise the poem with gestures as indicated by the poem's title ["...dip your hands--like this--in the snow..."] ["...make a snowball..."] ["...look for a hat..."] ["...try to knock it off--like that!"].
Suggestions for the teacher

The ESL teacher needs to create a poetry file by carefully selecting and categorizing a substantial variety of poems. In selecting poems, special consideration must be given to appropriateness of the following:

- students' language level skills
- students' ages
- students' interests

Categorizing poems makes them easy to reference and integrate into other instructional disciplines (i.e., science, health, math, and citizenship) and themes (i.e., holidays and seasons).

To further facilitate the communicative approach to second language acquisition, the ESL teacher can record the dramatizations and improvisations. A great deal of conversation will be stimulated when the students relive their experiences through tape recordings, video recordings, and still photography.

The teacher should plan follow-up activities about the dramatizations and improvisations that allow for individual expression of the cooperative experience. The students can illustrate and write about the activity or poem. Future lessons can also include the dramatization and improvisation of short stories, fables, and plays. The same techniques and follow-up activities should be employed.

The use of poetry in the ESL classroom enables students to explore the linguistic and conceptual aspects of the written text without concentrating on the mechanics of language. The dramatization of poetry is a powerful tool in stimulating learning while
acquiring a second language because the learners become intellectually, emotionally, and physically involved in the target language within the framework of the new culture.

Poetry rich in dialogues provides students with a dramatic script. Drama places the learners in situations that seem real. Learners use the target language for specific purposes, language is more easily internalized and, therefore, language is remembered.
Teaching of English Grammar: Method, Problems and probable Solutions

According to Dr. West “Grammar is not a code of rules; it is like etiquette and table manners, a statement of convention: it summarizes what is done by cultured people, and like etiquette, it in a state of constant changes”. There are two kinds of grammar—prescriptive (formal) and descriptive (informal) grammar. The first is a set of rules and the other describes the functions of the language. One can not speak English fluently by creaming grammatical rules. While our teaching English is grammar-oriented still now in the schools of U.K. The data presented in tables 21-22 confirm that it deals with only a part of language because it does not deal with idioms, phrases, proverbs, fluency, articulation, colloquial expression and power of speech, and 72 percent teachers give their opinions that grammar should not occupy an important place in teaching and learning English in Uttarakhand. So it is better to teach grammar through inductive method rather than deductive method.

Meaning and Scope of Grammar—Dr. Sweet has defined grammar as "the practical analysis of a language, its anatomy." It deals with the function of words in a sentence. It explains the structural details of a sentence. It is concerned with the general rules of syntax or sentence construction, i.e., the order of words, agreement of the subject and the verb, sequence of tenses etc. These rules throw light on the language structure and facilitate correct language learning.

In the words of Givon: "The rules of grammar are like the laws of Nature. The laws were not made for Nature to obey, but are simply a few facts which wise men have observed as to the way Nature acts. So the grammarian merely examines the language of
the best speakers and writers, and deducts rules from their use of it." Thus, grammar follows and not proceeds the language.

According to Palmar, only one-tenth of English follows any rules. The idiom of a language knows no rules. It has to be learnt for its own sake. "Take the case of the idiom 'in black and white'. We have a preposition preceding an adjective, though the rule will limit the use of a preposition before noun or a pronoun only. 'Out of season' has no article before the noun, while 'out of question' has it."

Place of Grammar in the Curriculum—In the old system of teaching, grammar occupied a very important place in the curriculum. It was believed that ability to speak and write English was impossible without a prior mastery of grammatical rules. In other words, it was held that the only way to achieve command of English was to learn the rules of its grammar. It followed naturally that grammar began to be regarded as an end in itself, as the be-all and end-all of language study. Consequently, grammar was given an undue emphasis in the curriculum in the past.

With the introduction of the Direct Method, grammar began to lose its place of importance in the curriculum. The reason was that the view became prevalent that grammatical knowledge could not give the ability to speak or write English. Extreme advocates of the Direct Method declared that a living language like English could be learnt only by the practice of speaking and not by study of grammar. 67 percent teachers said regarding importance of grammar that it deals with only a part of language because it does not deal with idioms, phrases, proverbs, fluency, articulation, colloquial expression and power of speech (Table-22). As such, it was natural that grammar began to be regarded, not an end in itself, but a means to an end. Grammar, therefore, lost its
importance. It began to occupy and still occupies a secondary place in the curriculum. Formal or theoretical grammar gave place to functional or applied grammar.

**Distinction between Formal and Functional Grammar**

Formal Grammar—Formal grammar lays emphasis on form rather than function, on definitions rather than their applications. It is studied theoretically. Separate periods, independent of the reader, are allotted for teaching it. A text-book in grammar is followed. The sentences of the teacher or of the reader are not considered enough to give that amount of practice which is necessary to absorb the fundamental aspects of grammar. Students are asked to learn all the grammatical rules whether they have a wide application or not. They are first taught a rule and then its application. Thus, grammar is taught for the sake of grammar. It is an end in itself, not a means to an end.

Formal grammar finds little supports now. The old senseless routine of nomenclature learning and the droning march of the parsing class are thought to be of no practical value. What is more important for learning a language is sentence structure. It is the fluency in sentence building which is most helpful in acquiring mastery over the language.

Functional Grammar—Functional grammar does not lay down rules to be rigidly followed in the use of a language. It does not emphasis the form but the function of the words in a particular context. It classifies words according to their functions and asserts that there is no fixed grammatical classification of certain words. Teaching of functional grammar also implies that whatever pupils learn, they should use it immediately in oral and written composition. Thus, grammar is not taught for the sake of grammar. It is not an end in itself but a means to an end.
Functional grammar is strongly supported because of its practical value. It is the grammar learnt in speech or in the study of the reader, and of the formal text. A good deal of grammar is absorbed in this way unconsciously and by imitation by the pupil. He begins to speak correct sentences without having been told the rules of grammar.

Functional grammar is for the young pupils. They do not find any interest in formal grammar, i.e., rules and definitions which are quite meaningless to them. They should, therefore, study particulars; generalization will follow. The principles of teaching of proceeding "from the particular to the general" and "from the simple to the complex" should be followed.

As the pupils advance in studies, specially when they begin to write English sentences without the help of the teacher or of the text, the need of a formal study of grammar becomes obvious. In the mother-tongue which we daily speak, and hear, a great deal of grammar is functionally absorbed; but in a foreign language in which there is a limited scope to speak and hear, no functional or incidental teaching of grammar will do for long. It becomes essential to study grammar theoretically.

**Place of Grammar in the Teaching of English- Its Importance and Limitations**

Its Importance—

Grammar occupies an important place in the teaching of English for the following reasons.

1. It affords an insight into the structure of the language, its beauty and intricacy.
2. It helps to learn the language correctly and efficiently.
3. It helps in systematizing the knowledge of the forms of language.
4. It gives certain criteria whereby the correctness of language may be tested.

5. Its value is unsurpassed for the purpose of correct writing.

Its Limitations —

The limitations of grammar are summarized below—

1. It deals with only a part of language because it does not deal with idioms, phrases, proverbs, fluency, articulation, vocabulary, colloquial expressions, and power of speech.

2. It does not provide ideas, and language without ideas is lifeless.

3. It does not include thought and expression in its domain.

4. It does not include the formation of paragraphs, the rhythm of expression, and the style of speaking and writing.

5. "It actually hinders the spontaneous learning of a foreign language."

   — Palmer

In addition to the above, a number of other arguments can be given to prove the importance and limitations of grammar. The advocates of grammar say: "The study of grammar brings into relief and fixes in the pupil's mind a standard of accurate usage, fortifies him against the influence of bad examples by making clear the wrong forms and faulty constructions and thus renders his imitation of what is correct, more certain, rapid and intelligent."

The critics of grammar, on the other hand, are very skeptical about the utility of grammar. They say, "Away with lists and rules; practice what is right again and again."
They assert that many a great writer never studied grammar. Goethe learnt Latin through practice "without rule and without system."

Both the above views are extreme and cannot be accepted. We should neither regard grammar as the most important part of language learning nor do away with it. We should rather adopt a moderate and practical view. Grammar should be taught as a means to an end, and not as an end in itself. It should follow the language and not precede it. It should be picked up incidentally and almost unconsciously while English is being taught as a foreign language to Indian students.

**When to Begin Grammar and What to Teach**

The teaching of grammar should be started in the first year of the English course as soon as pupils acquire some measure of command over the language. But the grammar taught to them should in no case be formal grammar which should be gradually introduced only when they are in the third year or class VIII. The purpose of teaching English during the first two years is to give them a command over the basic structures of the language. Hence, in the first year the grammar they are taught should be in the form of function of words and the way they are used. Care should be taken that they do not get lost in the rules of grammar and definitions of grammatical terms. They should be made familiar with the general rules of grammar through imitation, practice, and repetitions. For example, they can be taught the agreement of subject and verb, if they are made to imitate the teacher, practice and repeat sentences such as:— This is a pen. These are pens. This is a book. Those are books. He is a boy. They are boys.

By the end of the first year, they should have a knowledge of the following:
1. Subject and Predicate.

2. Use of small and capital letters.

3. Use of full-stop, comma and question-mark.

4. Agreement of subject and verb.

5. Singular and plural.

6. Simple, present, past and future tenses

7. Use of first, second and third persons.

8. Masculine, feminine, common and neuter genders.

**Various Methods of Teaching Grammar**

The various methods advocated or used for the teaching of grammar are:—

1. The Traditional Method

2. The Inductive-Deductive Method

3. The Incidental or Correlation Method

4. The Informal Method.

**1. The Traditional Method**

In this method a text-book on grammar is used. It contains definitions, rules, examples, and exercises. The teacher tells a definition, or a rule. For example, he says, "A Noun is the name of a person, place or thing." He gives examples of nouns. Then, he refers to an exercise and asks the pupils to point out the nouns in it. The pupils have to memorize the definition of noun. This very procedure is followed for teaching other parts of speech. When they are well learnt by the pupils, the teacher introduces them to rules regarding the change of masculine nouns into feminine nouns, transformation and
analysis of sentences, change of voice of narration, etc. Pupils commit these rules to memory and solve the exercises given in the text-book on grammar.

Criticism—The main procedure in this method is "from rule to example." Its chief aim is the memorization of rules and definitions. Both these things go against the pedagogic principles—proceed from known to unknown, simple to complex, particular to general, example to rule. Moreover, memorization of rules and definitions is a dull task. Students do not find any interest in them. As such, even after memorizing them they forget them. For these reasons, the Traditional Method of teaching grammar has no supporters.

2. The Inductive-Deductive Method

The method is most suitable because it is in accordance with the modem method of teaching, e.g., from the known to the unknown, from simple to complex, from concrete to abstract, from particular to general. This method comprises the following steps:

1. **Presentation of Examples and Illustrations**—The teacher presents examples and illustrations in a systematic order, so that they may lead to a generalisation. For example, if the teacher wants to teach how the active voice is changed into the passive voice. He can write the following sentences on the black-board.

   - I rang the bell.       The bell was rung by me.
   - You forget the book.  The book was forgotten by you.
   - She sang a song.      A song was sung by her.
2. **Analysis of Examples**—The teacher helps the pupils to analyse the two types of sentences. He asks them to point out the subject, verb and predicate. He asks them to compare the positions of the subject and the object in both the types of sentences. He asks them to point out the change in the verbs. In the end, he asks them to tell all the changes that they find in the second type of sentences.

3. **Generalisation**—When the pupils understand the changes mentioned above, they themselves come to certain conclusions. In other words, they come to a generalisation, which is as follows:

- The object becomes the subject.
- The subject becomes the object and preceded by the preposition 'by'.
- The form of the verb changes. The Past Indefinite (rang, forget and sang) changes into the Participle form.

4. **The Rules**—After the students have pointed out the changes, the teacher tells them that these changes form the rules for changing the Active into the Passive.

Note—At this stage the Inductive process comes to an end and the Deductive process begins.

5. **Verification of the Rules**—The teacher presents new examples for the verification of the above rules. In case, there are any exceptions, the teacher helps the pupils to discover them. After that, the generalisation form the basis of the rules for changing the voice.
6. **Practice in the Change of Voice**— The teacher gives ample practice to the pupils in the change of voice by asking them to give examples. These examples or sentences are changed from active into passive or vice versa.

Advantages—This method has many advantages,

I. It is psychological, because it follows the well known psychological maxims of teaching.

II. It arouses the interest of the pupils, because they remain active, make an enquiry, and discover the rules.

III. It has no place for memorization because the rules discovered by the pupils themselves are easily remembered by them.

IV. It stimulates their power of thinking and reasoning, assimilation and initiative.

**Criticism**

This method has been very strongly supported by P. C. Wren (Highschool English Grammar book of author is being widely used for teaching English in the Kumaun region of Uttarakhand), in his words "Teach grammar inductively, teach English as you would, by action and practice. The rules show themselves in both and need to be learnt first. Nor should a boy be able to define a foot-ball or cricket-bat before he can play with one. Why should he define a noun or verb before he can use one?"

3. **Incidental or Correlation Method**

In this method grammar is taught incidentally. This is done during the teaching of text book, doing translation work, or writing composition. Complex structures are explained and the grammatical implications are taught simultaneously. But sometimes
these things interfere with the normal course of teaching a particular topic, because sometimes there is an unnecessary divergence. "However, this method is very suitable, as a supplementary to the Inductive-Deductive Method. After the rules of grammar have been taught, in the grammar period, reference at the proper occasion may be made in the intensive reading or composition period for purposes of further drill and application."

4. The Informal Method

The Informal method connotes teaching of no grammatical rules. This method explains correct usage informally during correction work. This method is a necessity in the early stages when the pupils have not mastered enough of vocabulary, and are yet baffling with speech.
Works Cited

