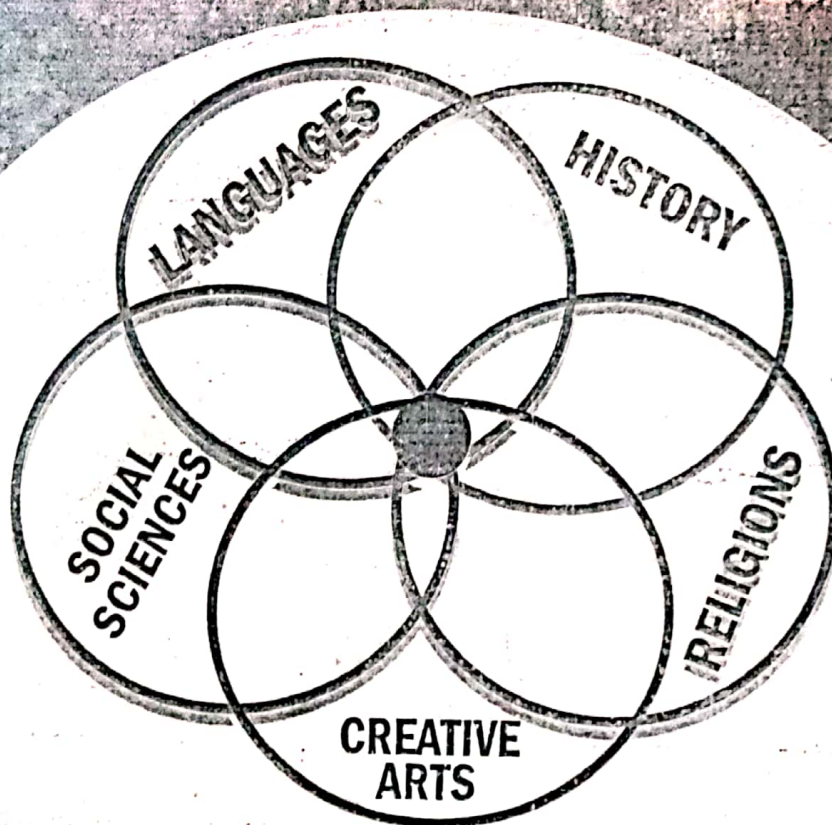


TEACHING METHODOLOGY *in* THE HUMANITIES



Edited by
'Raheem Adebayo Lawal

TEACHING
METHODOLOGY
in
THE HUMANITIES

EDITED BY
'Raheem Adebayo LAWAL

All rights reserved

No parts of this publication may be reproduced, stored in retrieval system, transmitted or utilised in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission in writing from the copyright owners.

A Publication of the Department of Arts Education,
Faculty of Education, University of Ilorin,
Ilorin, Nigeria

ISBN: 978-978-983-742-7

August, 2020

Printed by
NIYI PRINTING & PUBLISHING COMPANY
43, Emir's Road, Ilorin
07032984291

Cover Design by
R. Adebayo LAWAL, Ph.D.

I
values,
cultivat
academi
the sch
sometin
Natural
significa
subjects
philosop
and So
universi
indeper

fortune
continu
art sub
autonom
curricul
College
Science
Manag
(i.e. ex
support
ebb.

and w
compre
of The
clearly

are jud
close
openin
develo
Englis
History

backgr
nexus
work
main t
approa

essenti
D and
technic

NOTES ON CONTRIBUTORS

1. **Sebutu S. ABDULGANIY (Ph.D.)** is an Islamic Studies Education lecturer in the Department of Arts Education, University of Ilorin.
2. **Musa S. ABDULLAHI (M.Ed.)** teaches Arabic Education in the Department of Arts Education, University of Ilorin.
3. **Ezekiel A. ABE (Ph.D.)**, a deceased Professor of Language Education, was a former Director of the Institute of Education, University of Ilorin.
4. **Zeinab A. ABUDU (M.A.)** is a lecturer in French Education in the Department of Arts Education, University of Ilorin.
5. **A. O. ABURIME (Ph.D.)** is a Comparative Education lecturer in the Department of Arts Education, University of Ilorin.
6. **Surajudeen O. ADEGBOYE (Ph.D.)** teaches Economics Education and Curriculum Studies in the Department of Social Sciences Education, University of Ilorin.
7. **Folakemi O. ADENIYI-EGBEOLA (Ph.D.)** a Senior Lecturer in English Education and Applied Linguistics is the Acting Head of the Department of Arts Education, University of Ilorin.
8. **Abdulrahman U. AJIDAGBA (Ph.D.)** is a Senior Lecturer in Islamic Studies Education in the Department of Arts Education, University of Ilorin, but currently on leave of absence with the Independent National Electoral Commission (INEC), Abuja.
9. **Surajudeen A. BADRU (M.Ed.)** teaches Yoruba Education in the Department of Arts Education, University of Ilorin.
10. **M. B. BELLO (Ph.D.)** is a Senior Lecturer in Social Studies Education in the Department of Social Sciences Education, University of Ilorin.
11. **Yekeen BELLO (Ph.D.)** is a Senior Lecturer in English Education and Applied Linguistics in the Department of Arts Education, University of Ilorin.
12. **Alice A. JEKAYINFA (Ph.D.)** is a retired Professor of Social Studies/History Education and former Head of the Department of Social Sciences Education, University of Ilorin.
13. **O. J. JEKAYINFA (M.Ed.)** teaches Comparative Education in the Department of Arts Education, University of Ilorin.
14. **M. A. LAWAL (Ph.D.)** teaches Arabic Education in the Department of Arts Education, University of Ilorin.
15. **R. Adebayo LAWAL (Ph.D.)** a Professor of English Education and Applied Linguistics in the Department of Arts Education, is a former HOD, Director of Institute of Education, Dean of the Faculty of Education and Deputy Vice-Chancellor (Academics) at University of Ilorin.
16. **Victoria O. ÒGÚNNÍRAN (M.Ed.)** teaches Yoruba Education in the Department of Arts Education, University of Ilorin.
17. **Oludare D. OJO (Ph.D.)** is a lecturer of Christian Religious Education in the Department of Arts Education, University of Ilorin.

INTRODUCTION/OBJECTIVES

In this chapter, we are going to be discussing the teaching of French grammar. At the end of this chapter, you are expected to be able to:

1. define the term "grammar";
2. explain briefly the historical perspective on the teaching of foreign language grammar;
3. describe the functions of grammar;
4. illustrate grammar that should meet the language needs of students; and
5. develop a reflective approach to grammar teaching.

BRIEF HISTORICAL PERSPECTIVE ON THE TEACHING OF FOREIGN LANGUAGE GRAMMAR

Grammar has always played an important role in language teaching because it is very fundamental in every language, and it has been in the past centuries the cornerstone for many traditional approaches, under which

- i. foreign languages were taught by memorising paradigms and complex structural rules;
- ii. reading and translating cumbersome literary texts were at the front page of classroom activities; and
- iii. learning to write similar texts supposedly to train the minds of the students was privileged.

Functional grammar

The objective of functional grammar is to explain language in terms of what people do with it, how they use the language to live, by adopting semantic and pragmatic orientation inside grammar. Functional grammar is the grammar which puts together the patterns of the language and the things one can do with them. It also entails teaching grammar in situational contexts; in this case, the teacher uses a lot of examples of sentences with different structures for various situations. It gives the opportunity for a wide range of language items.

Examples of functional grammar

Grammar can be taught by means of pictorial support (a drawing, a photo, a picture cut from a magazine). The teacher can introduce a character and give him or her a name. For example: Kunmi, who, instead of going to school was sauntering about with no specific destination. He saw something that looked like a rock and hit it. Unknown to him, it was the back of a rhinoceros he just hit. A series of related pictures can also be used (i.e. serial pictures).

Step 1: Kunmi, le petit garçon à la mine gaie, quitte la maison dans son uniforme et va faire l'école buissonnière. Au lieu d'aller à l'école comme ses camarades de bonne foie, Kunmi part se promener dans la brousse. Un jour, il part dans les buissons et comme un pasteur peulh, il tient en main un bâton. Au cours de sa promenade, il aperçoit devant lui une chose énorme qui ressemble à un rocher. Avec son bâton, il frappe le rocher, ne se rendant pas compte qu'il venait de provoquer un rhinocéros. Celui-ci, l'animal, furieux d'avoir été dérangé dans son repos, fait volte-face et poursuit sans relâche le petit imposteur qui a osé rompre sa tranquillité. Le petit écolier buissonnier, terrifié par la peur, perd sa mine gaie et prend la fuite en grandes enjambées. Il court à travers les champs jusqu'à son école. Mais, l'animal farouche, décidé de rendre son compte au petit vagabond, ne rebrousse pas chemin. Il poursuit Kunmi jusque dans la classe. A la vue du rhinocéros, c'était le sauve-qui-peut : les instituteurs, aussi bien que les écoliers, saisis par une peur bleue, courent par-ci par-là. Par

son action d'écolier désinvolte, il a donc semé la panique dans toute l'école. Kunmi mérite une grande punition qui lui servira de leçon et qu'il n'oubliera jamais dans sa vie.

(Text adapted from serial pictures from South Africa)

Step 2: The teacher then explains the attitude of Kunmi who preferred to play about the bush rather than going to school by extracting sentences that portray his attitude: *Kunmi est un écolier buissonnier. dans la Il va se promener brousse. Il frappe le dos d'un rhinoceros. Il est terrifié par la peur. C'est un enfant désinvolte.*

Step 3 : Que pensez-vous de Kunmi ? Eliciting answers like ; *Il fait l'école buissonnière ; Il est paresseux ; Il n'aime pas aller à l'école ; Il fait le vagabondage ; Il s'absente souvent de l'école ; Il n'aime pas l'école, etc.*

Step 4 : The teacher explains to the students the words or expressions that may be difficult for them, then asks them to make sentences with the expressions : *faire l'école buissonnière ; se rendre compte ; rendre son compte à ; faire volte-face ; prendre la fuite en grandes enjambées ; rebrousser chemin ; le sauve-qui-peut ; désinvolte ; semer la panique ; Une peur bleue, etc.*

Step 5: The teacher extracts from the passage the grammatical aspects to be taught by applying the communicative approach.

Step 6: The teacher asks them to write about what they think will happen to Kunmi when he gets home.

If the students are to achieve the functional command of the language they are learning, then they will need to be able to understand and produce not isolated sentences but whole texts in that language. Language is context-sensitive, which means a sentence becomes fully intelligible only when it is placed in context.

REFLECTIVE CONSIDERATION ON GRAMMAR TEACHING

The teaching and learning of French grammar to a non-native speaker are cognitively and culturally interesting tasks. At first, the grammar of a foreign language brings the student to realise the differences between the structures of his mother tongue and the structures of the language that is being studied (the use of prepositions, the agreement of adjectives, the inflection of conjugated verbs, the order of words in a sentence, etc.). Thus to teach grammar effectively, the reflective approach, founded on grammatical reasoning rather than rules of grammar must be adopted in order to make the students examine the text and discover the rules by themselves. Reflective approach entails double entry, that is, form and meaning. Language is a system of forms that convey meaning, and if the aim of teaching foreign language is to bring the students to understand the meaning of words before they can communicate, then, the teacher should distance his task from the presentation of grammatical rules and their exceptions to avoid misleading the students from the goal of communication. For example: if we consider the teaching of the conditional clause introduced by "si",

- *Si tu es libre, on ira faire des courses (If you are free), we will go for shopping)*
- *S'il fait beau, je sortirai (If the weather is fine, I will go out)*

In the two examples, "si" is used to express a condition.

If the teacher sticks to the rule of "si" used for condition, it will put the students in a quagmire of confusion when they come across texts that introduce these varieties of "si":

- i. the affirmative adverbs.
 - *Ne viens-tu pas demain ? Si, je viens. (Won't you come tomorrow? Yes, I will come).*
- ii. Adverb of intensity
 - *Elle est si belle! (She is so beautiful!).*
- iii. Indirect interrogation
 - *Je me demande si elle serait d'accord. (I wonder whether she would agree).*
- iv. The difference expressions with "si": *même si, comme si.*

WHAT SYSTEM TO TEACH: GLOBAL OR SELECTED SYSTEMS?

In the selection of the content to teach, we have to necessarily bear in mind the reality of diversity of language structures. What is expected from the teacher of grammar is to give a clue, for instance, to the plurality of grammatical categories which encompass class of units (such as nouns and verbs) and features (such as number and case) that share common set of grammatical properties. We also have to take into consideration the diversity in sentence constructions that deviate from the canonical order of SVO: inverse structures as in (*Dans la cour de l'école, se tenait un grand arbre*); structures with dislocation (*Les étoiles, elles sont merveilleuses*); structures with detachment (*Il fait chaud, à Lapai*). This is because a French language learner needs an inventory of verbal structures of French rather than a list of verbs and their classes or memorisation of their conjugation.

By extension, it is to be noticed that lexically, what a student needs is the use of lexis in context and not a list of vocabulary organised thematically. All the discourse aspects like idioms and phraseology (idiomatic and collocational expressions) have to be given ultimate consideration, if it is true that the way from linguistic competence to communicative competence passes through the mastery of idiomatic phrases. And, as Firth (1957) noted "you shall know a word by the company it keeps". In this case, what is put into play is the association of lexis such as:

- Verb and adverb : *Il est gravement malade* but *Il est grièvement blessé.*
On disserte longuement but *On applaudit frénétiquement.*
- Noun and adjective : *Un célibataire endurci*
Un accord juteux
- Verb and noun : *Prendre la fuite*
Semer la panique
Rebrousser chemin

Grammar forms should be taught in association.

Teaching grammar communicatively: The Communicative Approach has revolutionised the teaching of living languages in the sense that grammar has now been associated with contextual teaching. It has brought grammar instruction fully to life, and made it purposeful and communicative. Using communicative activities to teach grammar offers a variety of opportunities to learners and cater for the needs of those of them who are eager to develop their ability to use the language. Communicative teaching of languages gives ample opportunity to put grammar to use, and relate it to real life situation. It is thus the responsibility of the language teacher to provide meaningful input through contextual examples. Most grammarians are of the opinion that the most effective grammar teaching includes a judicious blend of **deductive** and **inductive** approaches. It is left to the teacher to strike the balance between the two approaches.

Deductive reasoning: this approach is convenient for teachers who cannot detach themselves from the traditional grammar-translation method. It gives preference to the presentation of rules by the teacher i.e. information about the rules. It is the move from the more general to the more specific, i.e. we start from a general notion which we then narrow to a specific hypothesis. In other words, the language and its rules are driven at the beginning of the lesson, then, the presentation and explanation of the grammatical aspect of the language takes precedence over the teaching. The deductive approach is rule-driven; it implies that the learners be given a general rule which they then apply to specific language by following the example in which the rule is applied.

the more general. The inductive approach is rule-discovery and it involves the learners in detecting, noticing patterns and from there, work out a rule by themselves. This approach favours pattern recognition and problem solving ability. Both approaches are recommended depending on the aspect of the grammar you want to teach. However, it will be preferable that teacher of foreign language bend more towards inductive approach than deductive approach as teaching communicatively applies learner-centered principles. Inductive reasoning is more advantageous because it involves learners more in classroom activities as it ensures greater memorability. It makes the learners not to be mere passive recipients; it makes them to be more attentive and more motivated in the classroom activities.

Examples of inductive ways

Look at these sentences.

Nous courons vers la maison parce que nous voulons y arriver très tôt.

Au lieu de courir, vous pouvez prendre le raccourci.

C'est vrai, tu as raison et comme ça nous pouvons marcher tranquillement sans courir.

Vous voyez ! C'est simple quand on connaît le chemin.

1. Some verbs are affixed with **-ons** and **-ez** when used with certain subjects. These subjects are:
a) On ; b) Vous; c) Tu; d) Nous.
 2. How do the verbs used with the subject **Vous** end?
 3. How do the verbs used with the subject **Nous** end?
 - Now, apply the rule.
 - Circle the right verbs
- (a) Nous regardez/ regardons la télévision.
 (b) Vous parlez/parlons Française.
 (c) Vous manges/mangez des cacahouètes.
 (d) Nous demandons/demandez la question au professeur.

CONCLUDING REMARKS

The knowledge of grammar is desirable in listening, speaking, reading and writing. Achieving effective communication involves developing grammatical awareness as well as grammatical use which can be actualised through the four skills of language. To achieve this, the teacher can bring to the classroom reading passages, poems, songs which are related to the student's daily life and as tools for achieving the goal of communication.

REVIEW QUESTIONS

1. Define explicitly the term "grammar".
2. What does reflexive grammar entail?
3. How will you teach French grammar communicatively?

REFERENCES

- Dinca, Danela (2013). "Enseigner la grammaire autrement et pourquoi ?" in *Synergies Roumaines*, 8, 67- 81.
- Stone Rosetta (2007). *Study guide, French level 1*. Virginia, Harrisonburg.
- <http://topslide.net/document/french-as-a-second-language-teacher-resource-manual>, retrieved in April, 2016.

the more general. The inductive approach is rule-discovery and it involves the learners in detecting, noticing patterns and from there, work out a rule by themselves. This approach favours pattern recognition and problem solving ability. Both approaches are recommended depending on the aspect of the grammar you want to teach. However, it will be preferable that teacher of foreign language bend more towards inductive approach than deductive approach as teaching communicatively applies learner-centered principles. Inductive reasoning is more advantageous because it involves learners more in classroom activities as it ensures greater memorability. It makes the learners not to be mere passive recipients; it makes them to be more attentive and more motivated in the classroom activities.

Examples of inductive ways

Look at these sentences.

Nous courons vers la maison parce que nous voulons y arriver très tôt.

Au lieu de courir, vous pouvez prendre le raccourci.

C'est vrai, tu as raison et comme ça nous pouvons marcher tranquillement sans courir.

Vous voyez ! C'est simple quand on connaît le chemin.

1. Some verbs are affixed with *-ons* and *-ez* when used with certain subjects. These subjects are:
 - a) On ; b) Vous; c) Tu; d) Nous.
 2. How do the verbs used with the subject *Vous* end?
 3. How do the verbs used with the subject *Nous* end?
 - Now, apply the rule.
 - Circle the right verbs
- (a) Nous regardez/ regardons la télévision.
 - (b) Vous parlez/ parlons Française.
 - (c) Vous manges/mangez des cacahouètes.
 - (d) Nous demandons/demandez la question au professeur.

CONCLUDING REMARKS

The knowledge of grammar is desirable in listening, speaking, reading and writing. Achieving effective communication involves developing grammatical awareness as well as grammatical use which can be actualised through the four skills of language. To achieve this, the teacher can bring to the classroom reading passages, poems, songs which are related to the student's daily life and as tools for achieving the goal of communication.

REVIEW QUESTIONS

1. Define explicitly the term "grammar".
2. What does reflexive grammar entail?
3. How will you teach French grammar communicatively?

REFERENCES

- Dinca, Danela (2013). "Enseigner la grammaire autrement et pourquoi ?" in *Synergies Roumaines*, 8, 67- 81.
- Stone Rosetta (2007). *Study guide, French level 1*. Virginia, Harrisonburg.
- <http://topslide.net/document/french-as-a-second-language-teacher-resource-manual>, retrieved in April, 2016.