

## GRAMMAR GLEAMING: TOWARD A HUMANISTIC APPROACH

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### ABSTRACT

Although the bulk of the research in second language acquisition has highlighted the significance and necessity of grammar instruction in EFL contexts, fertility of challenges, debates and grammar methods concerning how to teach grammar more effectively has put EFL teachers in a state of dilemma and confusion. The current paper historically and critically examined grammatical perspectives and approaches from 1950 to 2014 with the aim of empowering EFL teachers to get rid of monotony, repetition, memorization and frustration of grammar classes as often quoted by students. Being aware of there is no size to fit all, the researcher suggested that more humanistic approach is needed to teach grammar due to peculiarity of grammar classes compared with other classes. Teachers are suggested to be primarily sensitive to the students' affective factors and their positive emotions in a learner-centered setting to stimulate enjoyment and relaxation. Unlike traditional methods which mainly dealt with grammar instruction with respect to cognition, current views on teaching grammar emphasize a high correlation between grammar and affection. Meanwhile, teachers should also be cautious and autonomous in selecting and integrating grammar techniques due to mediating effect of contextual factors so that they can teach all the students.

**Key Words:** EFL grammar instruction, critical and historical overview, humanistic approach.