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## Trainee teachers' ability to teach grammar in context using the genre-based approach

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## Introduction

Change in approach towards teaching grammar:

- Deductive - rules to examples, practice in isolation
- Inductive – overt: examples to rules
  - covert: student infer rules themselves

Genre-based approach: explicit teaching of grammar but in context

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## Resistance towards change in teaching grammar

- Pillay (1995) – teachers in 5 secondary schools discuss topic rather than skills, unclear of role of grammar.
- Asraf (1996) – Only 31% of 419 teachers were of the view that grammar should be taught in context.
- Farrell and Lim (2005) - 2 Singapore teachers prefer deductive approach as it saves time and → accurate L.
- Pillay and North (1997) – nothing concrete to teach for grammar. Exams still on forms and functions.
- Ting (2007) – 97 teacher trainees – if structural view of language is not shed, no teaching of grammar in context.

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