

MAIN FEATURES OF TEACHING GRAMMAR IN CONTEXT

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ABSTRACT

One of the most challenging aspects of language education is grammar training. Context-based grammar is critical for effective learning. Grammar taught in context will be more motivating for pupils since they will be able to see how the new grammatical structures operate. Grammar rules are simpler to remember when presented in context, and teaching grammar in context improves accuracy in the target language. This article discusses why it is important to teach grammar in context and includes two sample lessons.

Key words: *teaching, grammar, context, accuracy, grammatical structures.*

INTRODUCTION

Grammar instruction is one of the most difficult components of language education. Grammar that is context-based is essential for effective learning. Grammar taught in context is more motivating for students because they can see how the new grammatical structures work. Grammar rules are easier to recall when provided in context, and teaching grammar in context increases target language accuracy. This article explains why teaching grammar in context is crucial and offers two sample lessons. There has always been a discussion over the best technique to teach grammar. Grammar education in context improves learners' ability to employ grammatical structures correctly in language skills. It is usually beneficial for students to observe how language functions in sentences or paragraphs; hence, teaching grammar in context allows students to see how grammatical structures operate in sentences. Teaching grammar in context will assist learners in acquiring the nature of the language, which will aid in their comprehension of the language.

METHODOLOGY

Grammar lessons should not be overlooked. Krahnke (1985, p.598) says that much of the time spent arguing against grammar instruction would be better spent convincing real believers in grammar instruction that grammar has a newly defined yet valuable role to play in language education and demonstrating them what it is.

According to Terrell grammar is essential for improving one's language skills. Grammar skills will help learners order words and messages and make them meaningful, allowing them to be more successful language users. Learning more about grammar will help students construct stronger sentences in their speaking and writing performances. Grammar knowledge assists students in crafting phrases that are easy to grasp. Incorrect grammar use will not deliver useful messages. Tabbert emphasizes the importance of grammar simply by saying: "It is frequently pointed out that students confuse lie and lay, do not choose who and whom correctly, say infer instead of imply, mismatch subjects and verbs, mix up pronoun reference, use double negatives, and so on," and that these errors are evidence of their need to study grammar. Grammar skills are required for learners to develop successful communication; consequently, speech becomes meaningless without grammar. Grammar is an important aspect of communicating effectively. Therefore, grammar simply produces well-organized reading and writing performances. "The primary benefit of grammar is that it gives a handy and, indeed, as English is taught now, an almost necessary collection of phrases to employ in discussing about Language," argues John Warriner . Grammar will teach students how to mix words to construct sentences. Grammar expertise is required to generate completely developed sentences. Learners cannot develop their language abilities if they do not grasp how language works. Just as there are conscientious and competent drivers who have no idea what makes a car operate, there are some who have become adequate, even effective, writers with little comprehension of the mechanics of the language via practice and smart observation. But, the more you understand about the structure and function of the components that comprise the bigger unit, the sentence, the more equipped you are to recognize and build well-formed sentences. Grammar is taught to demonstrate how language functions. Grammar instruction that is accurate advises students on how to use the language appropriately. According to Azar, one important aspect of grammar teaching is that it helps learners discover the nature of language, i.e., that language consists of predictable patterns that make what we say, read, hear, and write understandable. We would only have specific words or sounds, visuals, and body expressions to transmit meaning if grammar did not exist. Grammar expertise is required to create accurate phrases. Ellis defines grammar teaching as " any instructional strategy that calls learners' attention to any specific grammatical form in such a manner that it allows them either to grasp it metalinguistically and / or process it in comprehension and / or production so that they may internalize it." Language learning without grammar will be perplexing. Without grammatical skills, learners will struggle to utilize the language appropriately. Many today agree that grammar is too crucial to ignore, and that learners' language growth

will be severely hampered if they do not have a strong understanding of grammar. Richards and Renandya identify two compelling reasons for teaching grammar.

a) **Comprehensibility:** Understanding how to develop and apply specific structures allows you to successfully express common sorts of meaning. It is impossible to construct understandable sentences without these elements. As a result, we must strive to discover and effectively teach these structures.

b) **Acceptability:** In some social circumstances, substantial deviation from native-speaker standards might impede integration and incite prejudice- a person who talks poorly may not be taken seriously, or may be regarded as ignorant or unintelligent. As a result, students may desire or need a greater level of grammatical accuracy than is required for ordinary comprehension.

Grammar instruction will assist students in understanding the nature of language. One of the primary benefits of grammar teaching, according to Azar, is that it helps students gain an understanding of grammar concepts such as subordination and coordination; concepts of expressing time relationships through the use of verb forms; concepts of nouns and adjectives, subjects and verbs, clauses and phrases. Kids can grasp grammar topics using reduced terminology, with minimal meta-language and grammatical analysis, and even without the explanation of important terms like noun or verb. The link between grammatical ideas becomes evident with adequate grammar understanding. Understanding the language is made easier by being aware of this link. Grammar skills will assist learners to recognize language components such as verbs and nouns. Grammar studies will help learners grasp and apply grammatical principles more effectively. Mulroy defines the importance of grammar instruction as follows: "Sentences have always consisted of clauses with subjects and predicates, as well as words that fall into classes fairly well described as verbs, nouns, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections." People who comprehend these notions have a substantial edge over others wherever language is used—which is to say, everywhere. Grammar training helps students enhance their writing skills. Grammar knowledge will improve pupils' language understanding. According to Azar, "I discovered that students in my writing class who had received grammar instruction had an edge over those students who had not." Pupils with a strong grasp of grammar just needed to be informed that they were attempting to express "I was extremely bored," not "I was really bored." Those who did not have that foundation in grammar need a lot longer instruction time to comprehend, for example, the distinction between -ing and -ed adjectives.

RESULTS

The three Ps—present, practice, produce—have been depicted as the most extensively practiced conventional approach to grammatical education across multiple languages and subsystems of grammar. Long and Doughty, in their critique of the three Ps paradigm, claim that the conventional method has several drawbacks. — One of the most serious objections leveled at this technique is that pupils fail to use their grammatical skills when conversing. Kids understand grammar—or at least the rules—but they fail to use it in conversation. Others have explored this topic as the non-interface problem, since there is no obvious relationship between explicit knowledge of the rules and implicit management of the system, and the learnability problem, because grammar is not acquired in a linear and atomistic form. Others have referred to this issue as the "non-interface" problem, since there is no obvious link between explicit knowledge of the rules and implicit management of the system, and the "learnability challenge," because language is not acquired in a linear and atomistic way." Students are unable to employ grammatical rules in speech while using this strategy. They have no idea how grammar rules operate in sentences. Studying grammar in context enables students to see how rules might be applied in sentences. Thornbury claims that language is context-sensitive. This implies that it is extremely difficult to retrieve the intended meaning of a single word or phrase in the absence of context. According to Harmer, "the teacher's primary duty while teaching grammar is to demonstrate to the students what the language means and how it is used; and must also demonstrate to the students what the grammatical form of the new language is and how it is stated and written." Teaching grammar in context allows students to grasp how language works, which improves their communication abilities. Students need to comprehend how native speakers use the new language, and the best method to achieve this is to provide language in context." Accuracy in language learning is vital for understanding both speaking and writing performances. Grammar presented in separate sentences does not allow students to see how grammatical structures operate in sentences. "More efficient processing is feasible by dealing with connected pieces of information rather than solitary bits." Context-based learning has always been beneficial to students. Kids must acquire language in logical contexts, either by actual discourse-length input or through language learning resources that inspire authentic input through logically sequenced sentences.

Brown describes the benefits of context-based education as follows: "A single statement may seldom be thoroughly comprehended without considering its context." Humans employ language throughout long lengths of conversation. We connect several sentences in coherent chunks so that they have interrelationships. Our capacity to

recognize and comprehend stretches of discourse, to create representations of meaning from not just a single phrase, but referents in both prior and subsequent sentences, is influenced by both language production and comprehension. Nunan adds in another critique of teaching grammar using isolated phrases that “Grammar is frequently provided out of context in textbooks. Learners are given solitary phrases that they must absorb through repetition, manipulation, and grammatical transformation tasks. These exercises are intended to provide learners with formal, declarative mastery; however, unless they allow learners to explore grammatical structures in context, they make the task of developing procedural skill—being able to use the language for communication—more difficult than necessary, because learners are denied the opportunity to see the systematic relationships that exist between form, meaning, and use.” “We’ve learnt that grammar should never be taught separately from topic. Therefore, neither topic nor language should be taught in isolation. A well-planned combination of language and content, on the other hand, has great potential”. Weaver emphasizes that teaching grammar in isolation will be ineffective for students, concluding that “teaching classical grammar in isolation is not a particularly practical act. “Thornbury adds, “if learners are to make sense of grammar, they will need to be exposed to it in its settings of application, which means at the very least in text.”

ANALYSIS AND DISCUSSIONS

According to Nunan, “grammar and context are frequently so tightly intertwined in true communication beyond the classroom that suitable grammatical choices can only be chosen with reference to the context and goal of the communication. “Some advantages of this strategy are that pupils are exposed to the target language in a real or near authentic context, they see or hear the target language before having to focus on it,” stated Riddel. “The use of dialogues in grammar education is effective because it typically fits learners’ assumptions of how language is used in the actual world: people use language primarily to communicate to each other,” explains Thornbury.

Scott Thornbury utilizes a prepared dialogue to teach the present simple to novices in the first sample lesson: The instructor has chosen the following recorded dialogue from a coursebook to serve as a vehicle for teaching the present simple with frequency adverbs (e.g., generally, always) to a group of beginners in the session.

Joe: *How do you spend your weekends?*

David: *That all depends. I normally have to study on Saturdays throughout the academic year.*

J: *And how about on Sundays?*

D: *Well, we always have lunch together, you know, the whole family. Then after lunch, I sometimes go to the park and meet my friends.*

J: *Oh? What do you do there?*

D: *We play soccer, take a walk, or just talk. After that, I go out. I usually go to the movies.*

J: *How often do you go out of the city?*

D: *About once a month. My uncle has a small farm in the mountains, so I sometimes drive up there.*

J: *That sounds nice. Do you go alone?*

D: *No, my mom, my two sisters and some of our friends usually go too.*

J: *But why do you go?*

D: *A lot of things: green trees, clean air, and no people.*

J: *Oh, just like LA!*

D: *Ha! That's a good joke.*

(adapted from How to Teach Grammar, Scott Thornbury)

Thornbury describes the steps as follows:

-on the first phase, the instructor informs the students that she would be playing a dialogue between two friends. She instructs students to close their books, listen to the first portion of the dialogue, and respond to the following question: *Are they discussing last weekend, next weekend, or every weekend?* In the second stage, after establishing that the dialogue is about every weekend, she asks the students to listen to the entire conversation and write the following words in the order that they hear them: *movies, drive, soccer, go out, study, lunch, park, walk*. In the next phase, she asks the children if they can tell her which of the things on the list David conducts on Saturdays, Sundays, and roughly once a month. In the fourth phase, the instructor instructs students to listen for the following words and match them with the words on the board: *usually, always, sometimes*. For example:

usually study, always have lunch, sometimes go to the park.

In the fifth phase, the instructor instructs students to concentrate on two or three of these sentences and tell her exactly what the speaker says. As an example:

We always have lunch together. I sometimes go to the park.

The teacher directs the students' attention to the structure's form in the sixth stage, emphasizing the verbs and noting that the present simple is employed for normal actions. In the seventh phase, she instructs them to compose two or three more phrases about David using the sentence structure outlined above, i.e. subject + adverb + verb +...

In the eighth phase, students listen to the dialogue again and double-check their responses from Step 7, and in the final step, she asks them to write four or five unique phrases about themselves using the pattern she noted in Step 6. "In this exercise, it is critical to select a text with a high frequency of instances of the desired grammar item." This may assist learners notice the new item and may lead to induction of the rules. "Grammar may be readily taught through dialogues, and this will help learners better understand the rules. "Communicative and grammatical instruction are not mutually exclusive. They fit like a glove."

CONCLUSION

With Teaching Grammar in context, weaver expands on her concept by providing teachers with a rationale and practical suggestions for teaching grammar in the context of writing rather than in isolation. She begins by defining some popular definitions of "grammar" and then offers a historical review of the conventional justifications for teaching grammar as a school topic. She disputes such arguments after investigating them, noting decades of studies indicating that grammar taught in isolation has little, if any, influence on most students' writing. Weaver investigates how children learn the basic patterns of their home language and how second-language grammar is acquired to provide the framework for a more successful approach.

Grammar instruction is a challenging aspect of language teaching. Teaching grammar using context will assist learners in efficiently perceiving language structures. Learners will be able to master the language more effectively if they are exposed to grammatical structures in context. Teaching grammar in context will assist students in learning new grammar structures and forms. Learners will be more successful communicators if they master grammatical norms in context.

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