



The Role of Grammar in Effective Language Teaching and Learning

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Abstract

Despite the widespread belief among modern language instructors and students that grammar is superfluous to effective communication, most academics believe that it is crucial for students' linguistic development. Determining the nature and use of grammar is the primary goal of this research. A critical review is carried out to investigate the relevance of grammar education in language teaching and learning, drawing on the latest viewpoints and results of many scholars. A grasp of grammar may aid students in their pursuit of proficiency in English as a foreign language, since the results demonstrate that grammar is more than just a collection of rules or patterns.

Grammar, language training, teaching grammar, and keywords

1. INTRODUCTION

Many students of English in the modern era of communicative language instruction mistakenly believe that grammatical knowledge is superfluous to their language acquisition process. Many language researchers agree that teaching grammar is crucial for students' overall language development, despite the fact that some native speakers argue that it isn't truly necessary for conversation. The primary objective of this essay is to examine different pedagogical tenets about the teaching of grammar in English language classrooms, as well as the nature of grammar itself. This article will examine the many definitions of grammar and then go on to talk about how grammar is important for language learners and how it shows up in the classroom.

2. LITERATURE REVIEW

Grammar and its proper instruction in English language classrooms seem to be difficult concepts to grasp, define, and explain (Ellis, 2006; Brown & Lee, 2015; Richards, 2015). According to Hammer (2015), "a knowledge of what words can go where and what form these words should take" is a broad definition of grammar. After that, Harmer (2015) lays out several important aspects of English grammar that students should remember, including verb tenses, noun phrases, adverbs, adjectives, and sentences and clauses. Similarly, "the way words are put together to make correct sentences" (p. 76) is how Ur (2012) defines grammar. Contrarily, Ur (2012) notes that, in order to include all crucial aspects of grammar and the manner in which instructors must train their students, the term grammar must be broadened. Grammar teaching, according to Ellis (2006), "involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so that they can intern" (p. 84), with no direct definition of grammar provided.

Instead of providing a literal definition of grammar, Burns views it as "a nourishing resource" that students may use to strengthen their language acquisition (2009, p. 76). There are three major theoretical notions of grammar that have impacted the practice of teaching English, according to Burns (2009). To start, according to classical grammar, students must first learn to recognize and then sort words and phrases into their proper parts of speech since language is seen as a system of rules. Additionally, according to formal grammar, language development is seen as an ongoing cognitive process in the brain, and this development is innate to humans. Thirdly, functional grammar is descriptive; it focuses on the ways in which people really use a language to accomplish daily tasks and interact with one another.



Thus, many various direct and indirect ways of presenting various grammatical definitions are evident. From the many points of view of language experts, grammar may be broadly defined as the body of knowledge that pertains to the principles of sentence construction, word kinds, phrase types, clause types, and overall structure of a language. After that, grammar classes concentrate on how students learn and employ principles of grammar to construct sentences that serve particular objectives in real-world settings. Various factors influence an English language teacher's pedagogical stance, including the teacher's prior knowledge of grammar concepts, their own beliefs regarding the efficacy of their language instruction, and their own experiences as a learner and teacher of the target language (Burns, 2009).

3. METHODOLOGY

Finding out what grammar is and how it helps with language acquisition is the driving force behind this research. This study seeks to examine the relevance of grammar in modern language instruction by methodically synthesizing and evaluating various perspectives, pedagogical approaches, and personal experiences from a broad range of research publications. In addition, a comprehensive analysis is carried out to relate the essence of grammar to language instruction. Thereafter, some suggestions on the instruction of grammar will be offered.

4. FINDING AND DISCUSSION

Findings

There is much evidence that teaching grammar has positive effects on students' English language skills, and the subject has played a significant role in this field. For example, after reviewing 49 research, Morris and Ortega (2000) found that teaching grammar improved language acquisition outcomes. One further instance is the research conducted by Scheffler and Cinciała (2011), which focused on how teaching grammar might facilitate the learning of a second language. Grammar rules contribute to both the learners' overall confidence and their ability to study, since they help students achieve their grammar output (Scheffler & Cinciała, 2011, p. 22).

Jones, Myhill, and Bailey (2013) looked at the connection between writing and grammar in another recent research. Their study shows that students' writing improves when they learn contextualized grammar. Grammar is often taught separately from the four language skills by many Vietnamese EFL instructors. One study that looks at the evolution and present state of grammar instruction in Vietnamese high schools is Do (2013). Do (2013, p. 35) asserts that in order to help high school pupils absorb the grammar principles, teachers often give them isolated sentences that are not part of the lesson's context. It follows that the Grammar Translation and PPP (Presentation-Practice-Product) are still the most popular methods of teaching English in Vietnam, demonstrating the continued popularity of clear grammar.

Discussion

There are a number of factors that should be considered when deciding what, when, and how grammar lessons should be taught. These include the goals of the language program, the ages of the learners, their current level of skill in the language, and their preferred learning method. Because it develops ties between form and meaning of the language, current descriptive grammars are the preferred choice of curriculum creators and instructors among the many available grammatical models (Ellis, 2006).

Furthermore, grammar should not be taught in isolation from other skills in order to maximize language acquisition (Burns, 2009). Teachers should think about their students' ages and current skill levels when deciding whether to use an inductive or deductive approach to teaching grammar. Do (2013) argues that deductive grammar is more appropriate for adults and not for younger children, whereas inductive grammar is more suited for intermediate and advanced learners. Students may make better use of scaffolding to build their language skills when grammar is taught in an appropriate context and at the appropriate time. Integrating grammar into other language abilities is necessary for the harmonious development of grammar knowledge with other elements of language. In addition,



rather than teaching grammar in isolated instances, it would be more effective to use real-world contexts. Students may gain confidence in using grammatical principles and structures in real-life situations with the help of this.

5. CONCLUSION

Finally, teaching grammar may help English language learners progress more rapidly since grammar is more than simply a collection of rules or structures. Unfortunately, in this day and age of communicative language instruction, some educators may not see grammar instruction in a favorable light, believing that students do not need to acquire it. On top of that, not all educators have the necessary skills to infuse grammar classes with enthusiasm and energy. Consequently, there is no way to escape the monotony of conventional grammar instruction in the advancement of language learning and instruction. Instead of concentrating on individual sentence constructions, effective grammar instruction places students in real-world communication scenarios. Teachers also need to make their students aware of the value of mastering grammar and find ways to include it into their lessons. The significance of grammar is sure to be acknowledged by pupils when it is taught with relevant objectives alongside other English language abilities. As a result, rather of concentrating on rigid and tedious phrases in a textbook, students may see how their grammatical knowledge can be applied to real-life situations.

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