



 Research Article

TEACHING GRAMMAR IN CONTEXT

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ABSTRACT

When grammar rules are presented in context, they are simpler to remember, and teaching grammar in context ensures accuracy in the target language. The purpose of teaching grammar in context is explained in this article, which also includes two sample lessons. Because precise comprehension of the language structures is vital for foreign language acquisition, teaching grammar is an important feature of foreign language instruction. The most effective manner of teaching grammar and in context has always been a point of contention.

KEYWORDS

Teaching grammar, context, accuracy, communication, grammar in context.

INTRODUCTION

The rules of a language are known as grammar. Grammar is a collection of meaningful structures and patterns guided by pragmatic constraints (Larsen-Freeman, 2001). Grammar is defined as a description of the rules for generating sentences, as well as an account of the meanings that these forms convey, according to another definition (Thornbury, 1999, p.13)

Grammar education in context has a favorable impact on learners' ability to correctly employ grammatical structures in language skills. It is always beneficial for students to see how language functions in sentences or paragraphs; hence, teaching grammar in context allows students to see how grammatical structures function in sentences. Teaching grammar in context



will assist learners in acquiring the nature of the language, which will aid their comprehension.

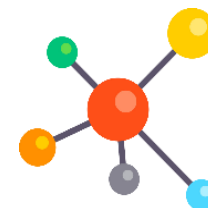
Grammar lessons should not be overlooked. Scientists say that instead of debating whether or not grammar should be taught, more effort should be put into convincing real believers in grammar education that grammar has a newly defined yet useful role to play in language teaching and in displaying them. Grammar is essential for improving one's language skills. Learners should study grammar to be good language users because grammar skills will help learners order words and messages and make them meaningful. Learners will be able to construct better sentences in their speaking and writing performances if they have a better understanding of grammar. Learners who have a high understanding of grammar are better able to produce sentences that are easy to grasp. Incorrect grammar will not convey anything relevant.

Learners need grammar abilities to build efficient communication; hence, speech becomes meaningless without grammar. Grammar is a necessary component of good communication. Furthermore, grammar only facilitates the production of well-organized reading and writing performances. Grammar will teach students how to put words together to build sentences. Grammar expertise is required to construct completely completed sentences. Learners can't improve their language skills if they don't understand how language works. — As there are conscientious and effective drivers who have little grasp of what makes a car operate, there are some who have become satisfactory, even effective, writers with little understanding of the mechanics of the language via practice and smart observation. However, the more you understand about the shape and function of the individual pieces that make up the bigger unit, the

sentence, the more equipped you will be to recognize and build well-formed sentences.

Grammar education is very crucial when learning a foreign language. Grammar abilities, it should be highlighted, will make a significant contribution to language competency. The study of the structure and history of language, including English grammar, is an important aspect of the English department and a useful addition to a liberal education. The purpose of teaching grammar is to demonstrate how language works. Grammar instruction that is correct advises students on how to use the language correctly. One of the most essential aspects of grammar instruction is that it assists students in discovering the nature of language, i.e., that language is made up of regular patterns that allow us to understand what we say, read, hear, and write. Without grammar, we would only be able to communicate meaning through specific words or sounds, visuals, and body expressions. The fabric is created by the weaving of grammar. It will be difficult to learn a language if you don't know how to use grammar. Learners who lack grammar abilities will struggle to use the language correctly. — People today agree that grammar is far too crucial to be overlooked, and that learners' language growth will be severely hampered without it. Knowing how to construct and apply particular structures allows you to effectively communicate typical sorts of meaning. It is impossible to construct understandable sentences without these elements. As a result, we must work to discover these structures and effectively teach them.

As a result, students may desire or require a higher level of grammatical correctness than is required for simple comprehension. Grammar instruction will assist students in comprehending the nature of language. One of the main benefits of GBT (Grammar-Based Teaching) 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, according to scientists. Students can grasp grammar principles with simple terminology, minimal metalanguage and grammatical analysis, and even without the definition of important terms like noun and verb. The relationship between grammatical notions becomes clearer with a strong understanding of grammar. Understanding the language is made easier by being aware of this link.

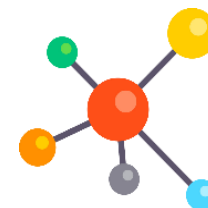
Learners will be able to recognize aspects of a language such as verbs and nouns thanks to their grammar skills. If students study grammar, they will be better able to comprehend and apply grammatical principles. 'Sentences always have and always will consist of clauses with subjects and predicates, and of words that fall into classes reasonably clearly characterized as verbs, nouns, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections,' according to Mulroy. Individuals who understand these concepts have a distinct advantage over others where the use of language is involved—and that means everywhere.

Long and Doughty, in their critique of the three Ps paradigm, point out that the traditional approach has some drawbacks. — One of the most vehement objections leveled at this method is that pupils fail to apply their grammar skills when conversing. Students understand grammar—at least, they understand the rules—but they fail to use it in conversation. Others have called this difficulty the "non-interface" problem, because there appears to be no link 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 sense

(Long & Doughty, 2009, p. 523). Students are unable to use the grammatical rules in speech when using this method. They do not understand how grammar rules work in a sentence. Learning grammar in context will allow learners to see how rules can be used in sentences.

Another criticism of teaching grammar through individual words, according to Nunan, is that grammar is usually taught out of context in textbooks. Solitary sentences are presented to students to internalize through repetition, manipulation, and grammatical transformation exercises. These exercises are meant to provide learners with formal, declarative mastery; however, unless they allow learners to explore grammatical structures in context, they make developing procedural skill—the ability to communicate using the language—more difficult than it needs to be, because learners are denied the opportunity to see the systematic relationships that exist between form, meaning, and use.

Grammar in context provides a useful foundation that links to reality in the target language. Nunan writes, "An strategy through which learners can learn how to create structures correctly, as well as how to use them to transmit meaning," emphasizing the benefit of teaching grammar in context. It will be difficult for learners to understand how and why alternate forms exist to express diverse communicative meanings if they are not provided opportunity to examine grammar in context. Many scholars believe that in order to regulate and utilize grammatical rules appropriately, students must be exposed to them in a variety of settings (Anderson, 2005). Context-based instruction will show students how grammar structures work in context, allowing them to improve their understanding of the language.



What is the best way to teach grammar in context? Grammar and context are frequently so closely linked in true communication outside of the classroom that acceptable grammatical choices can only be determined with reference to the context and goal of the communication. Students are exposed to the target language in an authentic or near authentic situation, and they see or hear the target language before having to concentrate on it. Using conversations to teach grammar is an excellent method. Dialogues are beneficial in grammar instruction because they often fit learners' assumptions of how language is used in the actual world: individuals use language primarily to communicate with one another.

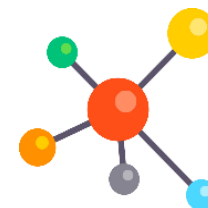
The key to this exercise is to select a text that contains a large number of instances of the targeted grammar item. This will aid learners in noticing the new item and may encourage them to infer the rules. Grammar may be easily taught through discussions, which can help learners better understand the rules. Grammar instruction and communicative instruction are not mutually exclusive. They go together like a glove. Learners will be better able to see how grammatical patterns are used in context, and the context will assist them in understanding how to employ grammar forms and structures. Two English tenses are provided in the following context. The present perfect and perfect progressive tenses are taught in this text. The teacher marks the excellent sentences in the text, and these two tenses can be presented to English learners using the techniques outlined above. Learners will see how structures function in sentences and how sentences are related to one another if they learn grammar in context. This text will assist students in recognizing the differences between these two tenses, as well as giving them an understanding of what these tenses represent and how they are utilized.

CONCLUSION

Grammar training is a tough subject to teach in a language class. Learners will be able to perceive the language's structures more effectively if grammar is taught in context. Learners will be better able to master the language if they are given grammatical structures in context. Learners will be more likely to pick up new grammatical structures and forms if they are taught in context. If learners learn grammatical conventions in context, they will utilize them more effectively in conversation.

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