



ISSN : 2349 - 9753

## ROLE OF GRAMMAR IN LANGUAGE TEACHING AND DIFFERENT TYPE'S COMPONENTS IN ENGLISH

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[doi.org/10.33329/joell.8.3.21.6](https://doi.org/10.33329/joell.8.3.21.6)

### ABSTRACT



The study reviews some recent methodological trends to provide some perspective on contemporary concerns and challenges concerning grammar in language instruction. When and to what extent grammar should be taught to language students. Based on student feedback, the study provides a decision-making technique for addressing this debate and educational variables than using a model of communicative competency that considers grammatical competence. Grammar interacts with meaning and social context in this new role. Rather than function, discourse a combination of these, standing alone as a self-contained system that can be learned on its own after dealing with criticism and correction in terms of the study end with a discussion of research and teaching strategies. A review of the possibilities for incorporating grammar education into a communicative curriculum and a recasting of the role of the teacher Grammar is used in language instruction.

**Keywords:** *Role of Grammar, Teaching, Component in English*



## 1. INTRODUCTION

English has been necessary for all high schools to equip students with a new communication platform to absorb science information, modern technology, and complex cultures in a continually evolving global environment. Despite this, in terms of teaching and studying, the reality of English is far from flawless, and seven years after beginning to learn, at high school, students have not yet mastered even the most basic, widely used sayings to talk (Phuong & Uyen, 2014). Toan (2013) discussed a concern in teaching English at high schools: their overreliance on the Grammar Translation Process (Ho & Binh, 2014). A theoretical system must promote the students' and educators' abilities to use grammatical constructs to interact efficiently and inspire them to learn grammar. This study, then, would specifically deal with the three major issues (i) the essence of language analysis, (ii) the concepts arising from this interpretation, and (iii) implications for communicative grammar pedagogy.

This study aims to close this void by examining teachers' assumptions about the role of grammar teaching and the efficacy of different teaching methods. This study looks into the connection between teachers' attitudes in using various teaching methods and their instructional needs to promote successful grammar instruction. As expressed in applied linguistics studies, EFL teachers typically hold a straightforward collection of views and assumptions regarding teaching English as a foreign language. In Saudi Arabia, it is essential to know what the EFL teachers believe as the EFL learners are poor in English proficiency and face grammar difficulties. Since teachers' pedagogical values impact their teaching activities, which results in either improved results or low proficiency in EFL learners, is this assertion true? This study is concerned with how different educational approaches are used to teach grammar in English language classrooms and how teachers' instructional needs can be best served.

## 2. EVALUATION OF GRAMMAR TEACHING METHODS

The maximum mean of 4.29 emerges while problem-based learning (PBL) is used to teach grammar. In comparison, performing grammatical constructs using a communicative language teaching approach yields a mean of 4.10 and 4.03, all of which indicate that PBL is helpful in teaching grammar (CLT). Teachers assume that teaching grammar step-by-step will not help learners gain linguistic proficiency; therefore, grammar is to be used following the learners' communicative needs. The use of language is given greater importance than the only comprehension of language. Furthermore, the EFL teachers reflected that grammar should be learned using inference and deduction strategies in light of the student's mother tongue's guidance and explanations. Form-focussed correction helps help learners gain mastery. Teaching grammar using repetition and imitation methods is not beneficial, thereby disproving language learning's behavioural hypothesis. Khuong, T. H. C. (2015).

## 3. PROBLEMS IN THE TEACHING AND LEARNING OF GRAMMAR IN ESL

An unattractive grammar monger whose only joy in life is to point out others' flaws is often depicted as an English instructor. Inside the classroom, any topic of grammar usually causes students anxiety or even fear. Many teachers have sought to make grammar learning less daunting, innovative, and effective in the English curriculum. It is well known that students and teachers have differing interpretations of grammar instruction in the sense of language teaching and learning. While students prefer clear and formal grammar teaching, teachers favour less conscious practises (e.g., Brindley 1984; Kumaravadivelu 1991; Leki 1995; Schultz 1996, 2001; Spratt 1999).

Knowledge of communicative language usage was intended to pinpoint teachers' assumptions on whether declarative knowledge (e.g., grammar knowledge) may be translated into procedural knowledge (e.g., communication skills). These findings provided a mean score of 3.81. It is fair to assume that a substantial number of



responding teachers consider the task of translating one kind of information into another as a significant issue for their students. (Omar, Y. Z.,2020). This difference between students' grammatical understanding and their capacity to apply grammar is not alarming to teachers, who frequently learn that their students can correctly remember grammatical rules and do very well on discrete-point grammar tests. However, their grammatical precision in the conversation does not meet their standards.

This is proven by the answers to statements 17 and 18 (which provided a mean score of 4.10 and 3.73, respectively. Teachers who have a diploma are firmly in agreement (on a scale from 1 to 5, with five meaning firmly in agreement) about how difficult it is for their students to translate grammatical information through communicative language usage. For teachers with higher credentials, the mean for this argument is lower. Teachers usually assume that even while students are communicating, errors in type made by EFL learners should be corrected. The obligation to correct type even within a communicative setting, whether spoken or written, can derive from an attempt to ensure that student's speech is free of errors or from an effort to prevent unintended errors in learners' interlanguage: statement 15 and 16 attempts to represent teachers' views on this issue. With the score of 3.26, Statement 15 (Teachers find it difficult to correct student errors of grammar within a written communicative context) and Statement 16 (Teachers find it difficult to correct student errors of grammar within a spoken communicative context) yielded an average of 3.26; and with the score of 3.57, these statements produced an average of 3.57.

Role-playing in the classroom carries on everyday life features, acting as a simulation of everyday tasks. To put it another way, it means that the students must pretend to be someone else in the specified contexts and use the vocabulary to achieve a particular purpose, but not in a classroom environment. These suggested communicative activities can be flexibly mixed and can be performed in either spoken or written form. When this stage starts, teachers may delegate students to work alone,

in pairs, or groups. Since students can use words to interact with their friends, pair study and group work are preferable (Harmer, 1991).

Additionally, because the appropriateness of using language has greater appeal in conversation than a formality, corrective input is given more weight on errors that obstruct fluent communication than on correctness. As a result, corrections should be deferred to be corrected later to deter learners from talking (Harmer, 1991). Task design guidelines state that designing a target system, shape, purpose, and usage should be implemented, exercised, and consolidated with embedded context. Ideally, four skills should be concurrently introduced at each level.

#### 4. DIAGNOSE STUDENT'S PROBLEMS IN LEARNING/ACQUIRING GRAMMAR AND VOCABULARY SKILLS

Grammar-teaching problem-solving methods are inductive approaches that let learners discover form-function correspondences on their own. As in, for example, Hall and Shepheard (1991), teachers who replied to the present study's questionnaire gave an average score of 3.58 to Statement 2 (Problem-solving strategies for studying grammar inspire my students), indicating a link to students' demonstrated willingness to identify matches between definitions and constructs for themselves. However, compared to my initial expectations, the same answering teachers provided a mean score of 3.60 for Statement 20, suggesting that my students are overwhelmed by problem-solving strategies for studying grammar. A potential explanation may be that teachers understand the empowering influence of problem-solving methods but often note their students' discomfort in the process since the techniques are too "challenging" for the learners to manage. Another explanation is that Statement 2 derives from teacher's analytical expectations of what these strategies could do to learners, whereas Statement 20 could stem from teacher's judgment about the situation. Additionally, at the level of 0.05, males and females vary in how they interpret solving problems to understand grammar, Feng, Z. (2013).



## 5. GRAMMAR FOR INTERMEDIATE AND ADVANCED ENGLISH LANGUAGE COMPETENCY

When we talk of authentic texts, we are not referring to texts created by individuals expressly for language learning but somewhat real-world media and newspapers. Also, it is suggested that these texts are contextualized and entirely communicative on their own. They agree that they should concentrate on conveying true meaning rather than form. One-sentence samples of vocabulary that are commonly used in textbooks and grammar practice tests, on the other hand, are considered “decontextualized examples.” The statistics demonstrate numerous grammatical concepts and constructs in context-free sentences and are commonly correlated with the transparent teaching process—informal paraphrase. Texts used to explain real-world communication for teaching grammar are commonly seen as pain for teachers and students. Students' difficulties with their writing emerge from various concerns relating to multiple systems, such as language, cultural issues, vocabulary, and tacit form-function match problems, alongside grammar issues posed in authentic texts. When it comes to authentic texts, teachers have to use and construct assignments from authentic texts.

Teachers who responded to this query indicated that students face more significant difficulties in terminology, diversity of systems, and identifying form-function matches than treating the given text with authentic references and cultural comprehension. In compliance with statements 11 and 12, teachers' difficulties in using credible texts had a mean score of 3.03, suggesting a weaker understanding of teachers' difficulties than students.

## 6. THE USE OF SPOKEN AND WRITTEN COMMUNICATIVE ACTIVITIES

Statement 17 and 18 apply to students' potential challenges in enhancing their grammatical language quality when engaged in exercises that seek to be fully communicative. Responding teachers gave a mean score of 4.10 for both comments. Furthermore, the highest mean score (4.10) of all scores was obtained for Statement 17 (my students find it challenging to develop their grammatical skills within

a fully communicative writing activity. The study's findings suggest that in teacher's views, fully communicative practices face difficulties in studying grammar and enhancing grammatical precision, whereas written tasks are more challenging than spoken ones. It is possible that the teachers surveyed will have a significant concern about the lack of commitment to form in exercises and assignments that have only a communicative aim. Studying a language in real-life scenarios will not have enough resources to grow their grammatical skills better. Teachers who have a bachelor's degree express a high level of satisfaction because grammar is impossible to develop in utterly communicative writing practice (mean of 4.01). For teachers with higher qualifications, the mean of this argument is lower.

## 7. THEORIES AND MODELS

### A. Two Paradigms in the Study of Language

Grammar can only be investigated extensively if incorporated in a broader context, e.g., vocabulary study. Therefore, this section would first look at two opposing views of language as an independent mechanism and as socially rooted – to classify the grammar throughout the remainder of the analysis.

### B. Language as an Autonomous System

Language in the first model is an abstract structure composed of laws that communicate to decide its type and context. In conclusion, then, this structure will operate outside of its social context. Ferdinand de Saussure and Noam Chomsky are two of the most notable proponents of this opinion. Ferdinand de Saussure was the first to bring forth his ideas in his 1916 book, published as Course in General Linguistics in 1959. (Saussure, 1916).

Which he divided into “langue” (words) and “parole” (speech), which both produced language (human speech). The langue refers to the set of laws and conventions that are independent of, and predate, individual users; parole, on the other hand, refers to its use in individual situations. However, Saussure insists on langue as the object of his analysis and discounts parole because of its nuances.



Chomsky claims that language can exist independently of its setting of use, as the mental rather than the social construction. The human mind is a product of "innate, genetically defined features of the human species" Briefly, this view holds that the study of language should be carried out systematically while ignoring the social meaning.

#### C. Language as Socially Embedded

An alternative view holds that vocabulary should be analyzed as a collective phenomenon. Language does not function as an end in itself but rather is collectively created, as it exists as a medium by which human beings express their meanings. Thus, as a result, the study of it is inseparable from its social meaning, which contains multiple components that decide how it is understood. Various scholars from various fields of study have arrived at the same viewpoint on this topic at varying times. The first anthropologist to demonstrate the significance of meaning in language study was Malinowski (1946). a context of the condition in which language use is relevant and comprehensible, and language is "functional" (used to fulfil those roles in society, (Eggins, 2004).

#### D. Model of Presentation

To bring learners to the proper form and purpose and the acceptable use of a new piece of vocabulary in speaking and writing (Harmer, 1991). This step is crucial to the learning process, as it allows students to remember the grammatical point while providing them with the feedback they need for the communicative tasks that follow (Harmer, 1991). Without this move, students have to interrupt their preparation to ask for clarification and corrections, which is the same as being short on time for actual practice (Ur, 1988). This model has specific pedagogical importance. Their "involvement" is encouraged because they are more interested, and their thought method is encouraged (Harmer, 1991). Furthermore, their tasks are more involved than the teacher's, which can significantly increase their interest and reduce tension. "From short-term to long-term memory" can be exercised after implementing the goal structure (Ur, 1988).

#### E. Model of Practice

This stage aims to help students understand the form of the system, and the purpose here is to make sure that what the students are saying and writing is correct (Harmer, 1991; Ur, 1988). The purpose is to be obtained using a variety of regulated activities. Despite this, in the suggested approach, to keep practice tasks based on proper development, they should also make sure that the utterances sound "communicatively authentic" and instruct learners to understand the "communicative function" of the grammatical form (Littlewood, 1981).

#### F. Model of Production

This process is the most active, which means it is the most interesting (Ur, 1988). While the previous stage is a regulated practice concerned with the correct type, the next stage is free to practice stresses and fluency. To fulfil this new focus on language fluency, role specifications would adjust as follows: they should be less regulated by explicit stimuli and more controlled by the need to communicate successfully in response to practical and social demands of social interaction (Littlewood, 1981). Therefore, the activities should help students pursue an original purpose in communication as well as give them a more significant opportunity to interact through "a diverse usage of language" so that they can "do their best to use the language as individuals, approaching a degree of language autonomy" (Harmer, 1991). Designing communicative activities like this allow teachers to consider the environment like practice tasks but at a greater degree of difficulty and independence. For example, teachers can take advantage of Lock's practice tasks (1996), such as those presented above, to improve communicative practices like text transformation or text restoration, or even text production. Additionally, the practice development tasks have parallels to the production assignments, but the distinction is that instructions are not used to direct students' use of the vocabulary they possess to complete the tasks.



## 8. VARYING LANGUAGE COMPETENCY OF ENGLISH LANGUAGE LEARNERS

Thus, the methods of establishing a controlled practice should be given due thought. Many students can learn to execute sentence-based tasks effectively, but they cannot adequately use their mastered features. Thus, Lock (1996) concluded in favour of including text-based practice, either in speech or literature, because the text-based practice has proven to connect form with its meanings in context, making it possible to contribute to good things in related situations future. More importantly, teachers should send students an authentic listening text to focus on at the presentation stage.

The listening transcript will then be used as a reading text to locate answers to discovery questions that aim to discover the target structure's shape, context, and usage. This technique can be used in pairs or classes, allowing them to learn from each other and communicate using language to reach the target. Teachers offer back feeds and make comments to explain some of the shape, context, or use of structure if these definitions are too abstract for them. Teachers can create practice assignments based on the concepts discussed during the lecture and in a communicative manner. They would step away from experiments with individual sentences in the textbook to let participants use the framework to share context. They can do these activities individually and then work in pairs or groups to exchange ideas. During this stage, teachers will interfere in their performance, if necessary, to give some help. If the target structure is inappropriately produced, they can signal the spot's mistakes or later with the whole class. At the production stage, teachers will give the students communicative activities to produce the learned structure to achieve some required communicative purposes. Pair work and group work will be employed. When these activities are in process, teachers will walk around for necessary help and take notes on the mistakes that obstruct the communication and correct them with the whole class at the end of the stage.

## 9. CONCLUSION

This study has set the foundations for a philosophical structure of three major parts. Its view is that all vocabulary, including grammar, should be learned in context with the environment's three critical components, participants, and goals. The above theory provides grammar pedagogy guidelines in the three phases of introduction, instruction, and development. Grammar training is envisioned to be conducted communicatively through three levels based on philosophy and concepts. From the findings, it can be concluded that teachers have more trouble correcting their learners' spoken speech than writing.

Similarly, teachers should use the communicative practices advocated such as debate, communication games, knowledge exchanges about the students themselves, or role-play where necessary. To start the dialogue, teachers should assign students into groups to feel more ready to practice and then give them time to plan for a particular assignment. Success will come to the grammar lesson if they know how to do it. The other type of communication game uses knowledge holes as an environment, forcing students to use their vocabulary stock to perform game-like tasks. Similarly, sharing knowledge about the students will contribute to positive results because they are a reliable resource that can be put to use in several interpersonal exchanges.

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JOURNAL OF ENGLISH LANGUAGE AND LITERATURE (JOELL)

*An International Peer Reviewed (Refereed) Journal*

Impact Factor (SJIF) 4.092

<http://www.joell.in>

Vol.8 Issue 3

(July-Sep.)

2021

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