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| **RESEARCH ARTICLE**

Exploring the Pedagogical Significance of Grammar: A Comprehensive Review of Its Role in Language Learning and Teaching

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| **ABSTRACT**

In the contemporary era of interactive language instruction, there are several language instructors and students who think that grammar is not necessary when it comes to communication. On the other hand, some specialists maintain that grammar continues to be an essential component in the development of language learning capabilities among students. This review paper aims to explain the role of grammar as a set of rules that governs the structure and formation of sentences in a language. It is helpful because it provides a framework for effective communication by ensuring clarity, coherence, and precision in written and spoken language. A comprehensive investigation is carried out to investigate the significance of grammar in the process of language acquisition and pedagogy, as well as the methods that may be used to successfully include grammar training in language instruction. This review is based on the latest perspectives and findings of several researchers. The findings indicate that grammar encompasses more than a mere compilation of rules or structures. Moreover, possessing a comprehension of grammar might enhance the proficiency of English learners in the process of acquiring it as a foreign language.

1. Introduction

During the most recent period of communicative language instruction, a lot of language students tend to believe that it is no longer important to acquire grammar while learning the English language. Even though there are native instructors who believe that teaching grammar is not necessary for communication, there are a great number of language academics who agree with the viewpoint that teaching grammar continues to play a significant part in the development of the entire language systems of the students being taught. In the context of English language teaching, the major purpose of this article is to conduct an analysis of the nature of grammar as well as the several ideologies that pertain to grammar instruction. This research aims to investigate the need for grammar for language learners, as well as the many ways in which grammar is portrayed in the instructional process. This investigation will take into account the several viewpoints that exist about the idea of grammar. (Richards & Renandya, 2002; Nan, 2015) For a considerable amount of time, the issue of grammar teaching in language acquisition has been a key topic of study. Grammar instruction is a component of language learning. According to Ellis (1985), the acquisition of a language is not a usual outcome, and no system can guarantee that every student will learn a language. Around forty years ago, the primary goal of instruction was to ensure that students attained a level of competency in the syntax, pronunciation, and vocabulary of the language they were learning. During that period, the most common method that was used was called audiolingualism. When the 1970s were just getting started, a disagreement occurred over the restrictions and the sharing of information. It was believed that those who are aware of the norms can make efficient use of them for the sake of communication whenever they encounter them. Richards and Renandya (2010) found that throughout that period, there was a lack of attention placed on the teaching of grammar. Within

the realm of language education, the decade of the 1970s saw two key developments that had a tremendous impact on the subject. First and foremost, the objective was to ascertain the order in which students acquire the grammar of a language. It is clear that the qualities of the language itself, rather than the contrast between the first and second languages, were the primary factors that drove the acquisition orders. The succeeding developments place a greater emphasis on the method of language training as opposed to a collection of linguistic structures (Nunan, 2003).

2. Review of Literature

In the context of English language education, it may be a complicated undertaking to comprehend, explain, and define the notion of grammar, as well as to determine the most successful techniques for teaching it (Ellis, 2006; Brown & Lee, 2015; Richards, 2015). Several factors contribute to this difficulty. In a broad sense, grammar may be defined as the comprehension of which words are suitable for use in certain situations and the right structure that these words need to adopt (Harmer, 2015, p. 22). Statement words, verbs, nouns, and noun phrases, as well as adverbs and adjectives, are fundamental components of grammar that English language learners need to concentrate on, according to Harmer (2015), who highlights these essential features of grammar. According to Ur (2012), grammar is defined as the act of organizing words to generate correct sentences (p. 76). On the other hand, Ur (2012) proposes that the definition of grammar needs to be expanded such that it encompasses all major parts of grammar as well as the strategies that teachers ought to use to educate their pupils. Ellis (2006) does not give a straightforward definition of grammar; rather, he makes an explanation of the notion of teaching grammar. According to Ellis, the term "grammar teaching" encompasses any instructional method that directs the attention of students toward a certain grammatical form. The purpose of this method is to assist students in comprehending the form in a metalinguistic manner, as well as processing it in the context of comprehension and production, which will eventually enable them to make good use of the vocabulary.

Rather than offering a plain explanation of what grammar is, Burns (2009, page 76) sees grammar as "a nourishing resource" that supports students in increasing their language acquisition. This approach highlights the importance of grammar in the classroom. The practice of teaching English has been influenced by three key theoretical principles of grammar, as stated by Burns (2009). These concepts have affected the practice of teaching English. Students are expected to distinguish and classify the words or phrases that are used in a sentence according to the part of speech that they belong to. This is the first item that should be brought to your attention. Conventional grammar sees language as a set of rules. As an additional point of interest, formal grammar considers language to be a cognitive development that takes place in the brain, and it is thought that human beings are predisposed to it from the time they are born. Thirdly, functional grammar is a descriptive technique that focuses on how people use a language to communicate effectively with one another in the course of their day-to-day activities. This approach was given its name since it is a descriptive approach.

As a consequence of this, it is clear that several direct and indirect approaches are used to provide a variety of definitions of grammar. Several linguists believe that grammar may be described in a general sense as the comprehension of the many types of words, expressions, phrases, paragraphs, and the internal rules that govern the creation of sentences in a language. Subsequently, the training in grammar emphasizes the methods by which language users understand and use grammatical rules to produce sentences that have meaningful purposes within certain contexts. Depending on their understanding of grammar ideas, their own experience as both a student and a teacher of the language, and their own opinions about the effective conclusion of their language education, English instructors have different approaches to teaching grammar. This is because Burns (2009) found that English teachers had different approaches to teaching grammar.

According to (Norris & Ortega, 2000), as compared to implicit training, explicit instruction produces more substantial outcomes that hold over time. Grammar instruction was highly regarded in earlier generations, as were individuals who were proficient in the language. Grammar might be a safety concern or a contentious issue in this case. Thus, grammar instruction is crucial to achieving correct fluency, according to a current study (Nassaji & Fotos, 2004).

3. Methodology

This review paper used information from a second source to explore grammar and its importance in learning languages. The research looks into different ways people define grammar and how it helps in acquiring language skills. The main goal is to understand the role of grammar in teaching and learning languages today. The study does this by bringing together and evaluating many research articles that share different views, teaching methods, and experiences. The researchers also discuss how to incorporate grammar concepts into language teaching. Finally, the paper provides some recommendations for teaching grammar effectively.

4. Findings

The collection of several pieces of evidence that illustrate the benefits of grammar training is one of the most significant contributions that grammar has made to the teaching of the English language. This is one of the most important contributions that grammar has made. For instance, Norris and Ortega (2000) conducted a thorough analysis of 49 studies and concluded that a focus on grammar is likely to result in an improvement in the overall effectiveness of language training. This conclusion was reached after the researchers evaluated the research. One further instance is the research that was carried out by Scheffler and Cinciała (2011). Their study centered on the several approaches that may be used to assist the acquisition of a second language via the classroom teaching of grammar. Grammar rules have the power to give learners a sense of confidence, in addition to contributing to the entire learning process of learners (Scheffler & Cinciała, 2011, p. 22). This is because grammatical structures play a vital part in aiding the achievement of a learner's grammar output. Another study that was conducted not too long ago by Jones et al. (2013) investigates the link that exists between grammar and writing. This study was carried out not too long ago. As a result of their analysis, they concluded that teaching students contextualized grammar had a positive effect on the writing skills of students.

When it comes to teaching English as a Foreign Language (EFL), the vast majority of teachers in all settings throughout the globe have a propensity to teach grammar in isolation from the other four language skills. As an example, Do (2013) investigates the evolution of grammar education in both elementary and secondary schools. Students in high school are reportedly given solitary phrases that are not connected to the context of the lesson, as stated by Do (2013, page 35). Following that, the pupils must internalize the concepts of grammar by making use of grammatical examples and exercises. As a result of this, it is clear that explicit grammar continues to be employed as the teaching strategy that is used the most frequently inside the educational system.

5. Discussion

About grammar, the goals of the language program and the factors of the learners, such as learning objectives, ages, levels of language competence, and learning styles, will determine what grammar instructors should teach, when they should teach it, and how they should teach it.

Modern descriptive grammar is the sort of grammar that curriculum planners and instructors choose to rely on because it makes ties between the form and the content of the language (Ellis, 2006). This type of grammar is among the many different types of grammatical models that are available from which to choose. When it comes to teaching grammar, we ought to steer clear of teaching it in isolation since, according to Burns (2009), the combination of grammar and other abilities may successfully increase language acquisition. Additionally, while deciding whether to teach grammar inductively or deductively, instructors need to take into consideration the ages of their pupils as well as their degree of ability. According to Do (2013), inductive grammar is more appropriate for learners who are intermediate or advanced, whereas deductive grammar is appropriate for teachers of adults but not for pupils in elementary school.

If students are taught grammar at the appropriate time, in the appropriate location, and the appropriate manner, it has the potential to assist them in effectively scaffolding their language learning opportunities. It is necessary to include grammar in the abilities of other languages to ensure that one's knowledge of grammar may be developed in a manner that is harmonious with the many components of language. In addition, grammar teachings should be incorporated into meaningful scenarios rather than being presented in isolated phrases that are unconnected to one another. Students may benefit from this by gaining the confidence to employ grammar rules and structures in situations that are relevant to their everyday lives.

6. Conclusion

In summary, grammar is not only a collection of standards or frameworks; it is also a collection of rules and structures. Teaching grammar may help students speed up the process of acquiring English as a second language. It is unfortunately, teachers may not have a positive approach to the teaching of grammar. This may be because they may assume that teaching pupils' grammar in this day and age is not very significant since conversational language education approaches are so prominent. There is also the possibility that some teachers are unaware of how they might make their grammar lessons more entertaining and engaging for their pupils. Because of this, it is impossible to escape the monotony that conventionally comes with teaching grammar in the context of language acquisition and instructional development. To successfully teach grammar, instructors should integrate grammar courses into particular settings or communicative scenarios rather than only concentrating on isolated sentence patterns. Teachers must incorporate grammar into other aspects of language learning and motivate learners to see the advantages of studying grammar. When grammar is taught in conjunction with other English language abilities, children will certainly acknowledge its significance when it is presented with significant purposes. Hence, students may see that they can use a practical

understanding of grammar in their daily pursuits rather than just concentrate on rigid and uninteresting phrases found in a grammar book. Because there is no perfect approach to teaching grammar, we need to do further study to evaluate the efficacy of a wide variety of strategies in the process of language acquisition. The study project that explains why language tutors are concentrating on communicative language teaching may be the topic of additional research.

Conflicts of Interest : The authors declare no conflict of interest.
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