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## INTEGRATION OF THE TEACHING OF GRAMMAR BY LANGUAGE ASPECTS

### Abstract

Grammar is significant in learning other language skills, such as speaking and writing. Theories of teaching grammar in a foreign language are vital as they allow EFL teachers to build a frame for language learners. Grammar instruction is a bridge that links learners with other skills and if their grammar competence is vulnerable, the whole language production will be weak too. This study seeks to understand and review language theories that underlie daily grammar teaching. Many of EFL/ESL teachers teach grammar without a solid understanding of the language theories that inform their actual teaching practices and methodologies. This paper sheds light on the linguistics theories underlying grammar teaching methodologies in most English as foreign language classes and textbooks.

**Keywords:** *grammar, integration, language, skills, learning*

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## Qrammatikanın öyrədilməsinin dilin aspektlərinin tədrisi ilə inteqrasiyası

### Xülasə

Qrammatika danışmaq və yazı kimi digər dil bacarıqlarının öyrənilməsində əhəmiyyətlidir. Xarici dildə qrammatikanın tədrisi nəzəriyyələri çox vacibdir, çünki onlar EFL müəllimlərinə dil öyrənmələr üçün çərçivə yaratmağa imkan verir. Qrammatika təlimatı öyrənmələri digər bacarıqlarla birləşdirən bir körpüdür və onların qrammatik sərişələri həssas olarsa, bütün dil istehsalı da zəif olacaqdır. Bu tədqiqat gündəlik qrammatika tədrisinin əsasını təşkil edən dil nəzəriyyələrini anlamağa və nəzərdən keçirməyə çalışır. EFL/ESL müəllimlərinin bir çoxu qrammatikanı onların həqiqi tədris təcrübələrini və metodologiyalarını məlumatlandıran dil nəzəriyyələrini yaxşı başa düşmədən öyrədirlər. Bu məqalə xarici dil dərsləri və dərsliklər kimi əksər ingilis dilində qrammatika tədrisi metodologiyalarının əsasını təşkil edən dilçilik nəzəriyyələrinə işıq salır.

**Açar sözlər:** *qrammatika, inteqrasiya, dil, bacarıqlar, öyrənmə*

### Introduction

It is significant for English teachers to have a basic knowledge of language acquisition theories as it directly influences their ability to provide appropriate content area instructions (Alqahtani, 2022: 80-91)

Two types of integrated-skill instruction are content-based language instruction and task-based instruction. The first of these emphasizes learning content through language, while the second stresses doing tasks that require communicative language use.

"Content-Based Instruction". In content-based instruction, students practice all the language skills in a highly integrated, communicative fashion while learning content such as science, mathematics, and social studies. Content-based language instruction is valuable at all levels of proficiency, but the nature of the content might differ by proficiency level. For beginners, the content often involves basic social and interpersonal communication skills, but past the beginning level, the content can become increasingly academic and complex. The Cognitive Academic

Language Learning Approach (CALLA), created by Chamot and O'Malley shows how language learning strategies can be integrated into the simultaneous learning of content and language.

The theme-based model integrates the language skills into the study of a theme (e.g., urban violence, cross-cultural differences in marriage practices, natural wonders of the world, or a broad topic such as change). The theme must be very interesting to students and must allow a wide variety of language skills to be practiced, always in the service of communicating about the theme. This is the most useful and widespread form of content-based instruction today, and it is found in many innovative ESL and EFL textbooks (Chamot, O'Malley, 1994: 70-83). The integrated-skill approach, as contrasted with the purely segregated approach, exposes English language learners to authentic language and challenges them to interact naturally in the language. Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. Moreover, this approach stresses that English is not just an object of academic interest nor merely a key to passing an examination; instead, English becomes a real means of interaction and sharing among people. Most importantly, the integrated-skill approach, whether found in content-based or task-based language instruction or some hybrid form, can be highly motivating to students of all ages and backgrounds (3).

What can teachers do to integrate grammar and skills teaching?

Research suggests that teaching grammar “at the point of need” is the most effective. This means that in a skills-oriented lesson, teachers can weave grammar instruction in the following situations:

- when students are preparing to complete a task or an activity;
- as they are doing the activity and need brief input from the teacher on a particular form;
- after the activity to refocus their attention on key patterns or vocabulary needed to complete the activity (Troyan, 2016: 317-335).

Integrating grammar and skills teaching involves some degree of course book adaptation. Teachers often work with materials in which skills and grammar are separated, or are not integrated in the way that will help students. Even if they work with mandatory course books, teachers can make modifications in order to meet their students' learning needs. They can apply the SARS strategy:

- S** – upplement: the unit or lesson, add grammar activities when and where needed;
- A** – dapt: change the focus of an activity /task in the book;
- R** – eject: skip parts /activities that are not needed /not helping learners;
- S** – ubstitute: replace activities in the book with different tasks, more suitable for their students (Sevy-biloon, 2018: 175-184).

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- S** – ubstitute: replace activities in the book with different tasks, more suitable for their students (6).

How does grammar practice help students? According to Scott Thornbury (1999), grammar practice helps students (Thornbury, 1999):

- Improve their **accuracy** (use correct grammar)
- Improve their **fluency** (speak and write without pauses and get their meaning across)
- Reorganize their knowledge, integrate new knowledge into old – that is, engage

in **restructuring**.

**Repetition** - students are asked to repeat what the teacher has said or what they have heard

**Drills** - repeating structural patterns through oral practice (World Learning, 2019).

The role of drilling and repetition in communicative teaching has been discussed a lot. On one hand, the main focus of the communicative approach is on natural, authentic communication with others. On the other hand, a learner needs a 'bank' of language to refer to. This 'bank' is often formed by having a number of experiences, and/or by using specific language meaningfully and with 'fluent accuracy'. Experts say repetition plays a big role in this process, so let's look at some reasons why (9).

### Conclusion

With careful reflection and planning, any teacher can integrate the language skills and strengthen the tapestry of language teaching and learning. When the tapestry is woven well, learners can use English effectively for communication.

A principled integration of grammar and skills instruction allows teachers to better address students' needs and ultimately help them overcome learning difficulties. By supplementing, adapting, rejecting and substituting course materials, teachers can provide the right input at the right moment and design motivating tasks that drive student learning. Teachers should provide students with frequent practice in both understanding and producing the newly learned forms.

Practice activities should be meaningful and engaging: students should use the target structure to engage in communication or express their own views.

Practice activities should help the students overcome learning difficulties. World Learning. (2019)

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