

TEACHING GRAMMAR IN ISOLATION AND IN CONTEXT

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Annotation: Grammar teaching has become more controversial these days. This thesis is about whether it is effective to teach grammar in context or isolation. The writer aims to identify which approach is more effective.

Key words: *approach, context-sensitive, decontextualized, critical thinking.*

Introduction. Studying grammar will enable learners to organize their words and messages and give them meaning, which is essential for effective language use. There are two ways of learning grammar rules: in isolation and in a context. According to some researchers, the traditional approach of teaching grammar in isolation has been widely criticized for its lack of effectiveness. The authors argue that students often struggle to apply grammar rules learned in isolation to real-life contexts.

On the other hand, a study by Andrews (2005) suggests that teaching grammar in context can lead to better understanding and retention of the rules. Andrews emphasizes the importance of providing students with meaningful examples and opportunities to practice grammar within the context of authentic texts. Mart (2013) stated that grammar structures are difficult and "Grammar rules are made easier if they are given in context, and teaching grammar in context provides accuracy in the target language" (p. 124). By teaching grammar in context, students are able to understand how grammar rules are used in real-life situations. This helps them to not only memorize the rules but also apply them effectively in their own writing and communication. Moreover, learning grammar in context allows students to see the practicality and relevance of grammar, which can increase their motivation and engagement in the learning process. Moreover, according to Thornbury (1999), "language is context-sensitive. This means that, in the absence of

context, it is very difficult to recover the intended meaning of a single word or phrase" (p. 69). It is important to provide context to emphasize the meaning of the word, phrase, or sentence. Decontextualized grammar can result in misunderstanding the situation, and sometimes more than one additional sentence is needed to understand the context. According to Mart (2013), "to be an effective language user, learners should study grammar because grammar skills will help learners to organize words and messages and make them meaningful" (p. 124). Approaches to teaching grammar can be different, and it is not very easy to choose the most effective one. However, I consider that teaching grammar in context has more advantages than teaching it in isolation. Teaching grammar in context leads to authentic language use. By connecting grammar to real-world situations, students understand how to implement grammar in their everyday lives. Because when we teach grammar in isolation, "students know the grammar – at least, they know the rules explicitly – but they fail to apply them in communication" (Mart, 2013, p. 125). Finally, contextualized grammar instruction activates student-centered learning. While noticing learners develop critical thinking skills, collaborate with peers, and apply grammar rules meaningfully. Active involvement improves their understanding and encourages autonomy (Thornbury, 1999). Additionally, by establishing a connection between grammar and practical contexts, students acquire the ability to apply grammatical rules in their daily activities (Mart, 2013). Moreover, I reinforce that "language is context-sensitive" (Thornbury, 1999, p. 69), therefore grammar in context help students to comprehend the meaning of words, sentences and phrase. All in all, I support your point of view that a context-based approach can help to facilitate the acquisition of target language grammar among students and support the application of this knowledge in communicative contexts. In conclusion, teaching grammar in context provides many advantages over isolated grammar instruction. It promotes authentic language use, helps understand the full meaning, and encourages active student engagement.

References

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