

TEACHERS' VIEW IN TEACHING GRAMMAR

**Rahmonova Dilyoraxon Baxodir qizi**

*a 4th year student of English language and literature faculty of  
Ferghana State University*

**Kosimova Mukammalxon Umaraliyevna**

*a teacher of English language and literature faculty of  
Ferghana State University*

**Annotation:** grammar is one of the significant parts of language curriculum at all levels of our educational system. While teaching and learning English both teachers and students face a number of difficulties in using grammar. This article highlights the difficulties and some methods in teaching English grammar.

**Key words:** grammar, teaching method, techniques, CLT, TBL, EFL, factor, challenge, analyse, vocabulary

### Introduction

Grammar teaching has long been a discussed topic among teachers and linguists. The well-known debate addresses different opinions about which learning methods are considered the most effective and if explicit grammar teaching is necessary to implement during lessons. Ellis (2006) defines grammar teaching as a teaching approach that involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it meta-linguistically and process it in comprehension and so that they can internalize it. There are a few international studies on how teachers teach grammar and their opinions on this topic but few studies at school teachers. In this study I will look into what school teachers of English think about grammar teaching. Based on the results about their opinions and beliefs I will discuss whether these teachers are more influenced by some learning theories than by others.

### Literature Review

There are many factors that influence to the difficulties that student face in learning grammar. One of the factors is the grammar teaching method. So the misunderstanding of students because of some teacher find difficulties in teaching grammar. The other one is how the students learn grammar itself. Meanwhile Al-Mekhlafi and Nagaratnam (2011 p.11) stated that grammar has been to be a problem for students to communicate fluently. It explains to us that grammar is still a big problem for the students. Not only to the students, is grammar also a big problem to the teachers if teacher find difficulties when they explain about grammar. Al-Mekhlafi and Nagaratnam study also proof that EFL (English Foreign Learner) is still finding many difficulties in learning grammar. I try to find the problem why the teacher found difficulties in teaching grammar. According to the previous study that has been done by Al-Mekhlafi and Nagaratnam. The another statement that make this study interested enough to be studied is the statement from Wang (2010). He stated "some people say that to be understood a language is to understand its grammar and vocabulary well." From this statement I realize how the important grammar is. Xin (2010) also said that grammar is the most essential thing in language. In this study there are many previous

study that already done about the difficulties in grammar. Al-Mekhlafi and Nagaratnam used instrument (questionnaire) to their study. In my study I will use interview method because this method is proper in my study, it because in this study just have a limit participant. This study focus on the difficulties in teaching grammar. The study is also based on the current theories of Ghabanchi ( 2010) that found : Current theories of second language learning suggest that explicit knowledge is a number of respect. First, it teaches learners to be more grammatically accurate by monitoring what they say or write. They can edit out some of the errors they make because they have not yet acquired to necessary implicit knowledge. Second, explicit knowledge can teach learners how to acquire implicit knowledge. If learners understand how a grammatical feature works, they will be more likely to notice it when they are listening or reading.

Many problems are faced by students and teachers. Many researchs are done to investigate and observe what really happened in this case. Grammar is still being a big problems when EFL learn English. English usually signed by grammar. Many people tend to relate English with grammar. Grammar is an important one tools in learning English. It will help us much in learning English when we understand about the grammar.

Howatt asserts that the grammar-translation method began in Prussia at the end of the eighteenth century.(Howatt,1984) It is the most traditional method for language teaching , which has dominated China's language classroom for several decades. The aim of this method is to help learners to access and appreciate great literature and to translate literary works through extensive analysis of grammar of the target language. In regard to grammar teaching, the characteristics of the grammar-translation method may be summed up as follows: 1)Classes are taught in the mother tongue, with little active use of the target language. 2)Grammar teaching is teacher-centered. The teacher occupies most of the class time and explains grammar rules, while learners hardly have any practice but memorize the grammatical information mechanically. 3) The sentence is the basic unit of teaching and language practice. It is treated out of context without any practical value. 4) Little attention is paid to the context of texts, which are treated as exercises in grammatical analysis. In this method, grammar is viewed as an end and is taught for its own sake. It pays too much attention to grammatical rules, but no attention is given to the practice of using language meaningfully in a real context. In this regard, we are not surprised to see that many students with years of formal English grammar training cannot communicate properly.

### **Methodology**

My survey focuses on teaching grammar. I organized a face to face interview and asked some questions from 5 respondents with different teaching experiences. They are both students and teachers.

Research method: Interview      Data collecting tool: interview

When: 17th of October      Where: at the school

Interview questions:

- 1.What difficulties have you faced in teaching grammar?
- 2.What methods can be used?
- 3.What do you do if one of your student is struggling with grammar?

### **Data analysis and discussion**

According to the first question, two of respondents answered the same that their pupils were boring when they teach grammar. Another respondents have faced some problems how to teach tenses with an effective way. And others said that they could not explain the topic in once.

When it comes to the second questions answer, one of the participants said that pre- while-post activities are beneficial to teach grammar and also pupils can learn the grammar easily. First and third respondents said that CLT method is more important than other methods since according to these participants, it helps to learner to enhance their speaking skills with grammar. According to another respondent's opinion, TBL plays an significant role in teaching grammar. Since pupils learn English grammar better by doing some kind of tasks.

When it comes to the last question, most of them prefer to teach grammar with individually when their pupil was struggling, because most pupils are shy and can not ask questions in front of everyone what they did not understand. One of respondents think that pupils should be assigned the task of re- examining this topic and also explaining it to students.

### **Conclusion**

All in all, grammar is an important part of teaching English. Using fun and simple methods to teach grammar ensures that students learn English grammar quickly and effectively. For this, every teacher should teach English using different teaching methods such as CLT and TBL methods. Each teaching method helps teachers to teach English grammar productively.

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