

Enhancing Grammar Competence in TEIL: A Contextual and Meaningful Framework

Sukarno

Universitas Negeri Yogyakarta, Indonesia

Corresponding Author: Sukarno sukarno@uny.ac.id

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ABSTRACT

The shift from traditional English language instruction to a communicative approach in Indonesia has led to a perceived decline in the importance of grammar competence, particularly in the transition to teaching English as an international language (TEIL). Many educators prioritize communication skills over grammatical accuracy, resulting in students' lack awareness of their grammatical errors. In response, this paper advocates for a contextual and meaningful framework for teaching grammar. This approach involves presenting input texts, analyzing language elements with a focus on grammar, engaging in discussions about grammar usage and patterns, creating new texts, conducting peer correction exercises, and discussing students' texts. By embedding grammar instruction within meaningful contexts, students can develop a deeper understanding and improve their overall language proficiency.

INTRODUCTION

Teaching English in Indonesia underwent a drastic change with the implementation of a communicative approach with lessons focusing on teaching English as an International Language (TEIL). TEIL refers to an English teaching paradigm where English is viewed as a medium of international communication and interaction among people of different languages and cultures (Alsagoff L et al., 2012; Bolander, 2019; Marlina, 2014; Paikeday, 1985). In contrast with earlier approaches, TEIL concentrates on equipping learners with the required skills to participate effectively in international settings, prioritizing communicative competence rather than fluency like a native speaker. This approach gives respect to the variety of English speakers across the globe, promotes understanding of English dialects, and considers issues within linguistics, pragmatics, and intercultural communication (Marlina, 2013; Selvi et al., 2024; Sharifian, 2009). TEIL reflects the increasing role of English in globalization and seeks to prepare learners to deal with cross-cultural situations (Graus & Coppen, 2016; Winke, 2013).

This change has caused an assessment of the classical ideas of grammar competence, raising concern regarding its alleged depreciation within the educational setting. Today, in the pursuit of developing communicative competence, many teachers appear to prioritize creativity and expression over rigid grammatical structures (Ellis, 2006; Zhou, 2018). Due to focusing on communication, however, many students tend to lack of the ability to identify grammatical errors, which greatly undermines their language proficiency (Broszkiewicz, 2011; DeKeyser, 2015; Pawlak, 2021).

The proposed ideal condition expects an integrated model for teaching grammar within the scope of TEIL, where grammar teaching is smoothly incorporated into contextual language use. Focusing on meaningful contexts where grammatical structures are taught will allow students to understand grammar better and enhances their overall language use (Ellis, 2002; Larsen-Freeman, 1995; Vold, 2020). This approach guarantees that grammar teaching is not mechanical but embedded into authentic language use, allowing learners to know and master the applications of the grammar rules (Tammenga-Helmantel et al., 2014).

Learners in this ideal setting take part fully in learning activities. They work with relevant texts, take part in disputes about grammar usage and patterns, and use the rules of grammar to invent documents. This type of participation helps students understand grammar and develop their language skills in a meaningful way (Ur, 2011; VanPatten, 1996).

In addition, the ideal condition emphasizes peer corrective exercises and cooperative learning. Students receive feedback concerning their language use from peers, and they participate in other group work that enhances their language skills. This setting fosters a learning community in which students may collaborate with and learn from their peers and advance in their language skills (Lin et al., 2020).

In practice, there is indeed a gap between the ideal and the actual situation of grammar teaching in TEIL contexts. Secondary to the emphasized teaching

methodology, grammar education tends to be fragmented and isolated from contexts of meaning which greatly restrict transcendence of taught grammar to real-life language use (Graus & Coppen, 2016; Tammenga-Helmantel et al., 2014; VanPatten & Uludag, 2011; Vold, 2020). Such an incongruous system weakens a learner's ability to utilize grammar in real-life communication, creating a disparity between their knowledge of grammar and fluency in the language (Ur, 2011).

Students, on the other hand, may encounter passive learning alongside other styles, wherein they are exposed to texts or language usage while being taught grammar devoid of any active engagement (Rickheit & Strohner, 2008; Vold, 2020). The limited possibility for social interaction and cooperative learning, however, impairs students from receiving essential scaffolding that catalyzes enhancement of language ability through collaboration.

Thus, the gap between what students are provided and what is considered optimal highlights the need for a paradigm shift within TEIL frameworks regarding grammar education. If this gap can be bridged and instructional practices align with the proposed ideal state, meaningful and valuable learning opportunities will arise, allowing students to progressively enhance their grammar skills and overall language proficiency.

Understanding this issue, this study offers a new approach to teach grammar—a meaningful and relevant setting aimed to restore the neglected value of grammar proficiency within the TEIL curriculum. This paradigm emphasizes the need for an integrated approach to teach grammar, that is, teaching grammar should be done in contexts where real communication takes place to enhance students' mastery of grammar rules. The main focus of this approach is the exploitation of the input texts as the starting points for the analysis of grammar, generating discussions about grammar and its use, as well as affording the students opportunities to use the grammar that they have learned in the construction of new texts.

In addition, this paradigm considers the emphasis on the correction of peers' work and the discussion of grammar, both spoken or written, as an essential component of peer collaboration. Although implementing this strategy may require more time and work from the teachers in terms of explaining and providing helpful guidance, it allows students to actively use and strengthen knowledge of grammar and spelling practices.

In summary, integrating grammar teaching into meaningful contexts is aimed at achieving communicative fluency and communicative understanding accuracy in order to help learners master grammar and enhance their language skills in the TEIL class. These steps include pre-activities where students discuss and analyze the grammar of a text, conversation about its grammar, text creation based on the grammar taught, a peer correction session of the created texts, and a post-discussion focused on the grammar aspect of the students' texts. This approach is complemented with both spoken and written cycles. In this case, more thorough explanations by teachers and practice time for learners are required. In this way, through the framework created the learners are able to grasp grammar more deeply in context while improving their language skills.

LITERATURE REVIEW

Teaching English as an International Language (TEIL)

The use of English language around the world, including world events and international relations, TEIL or Teaching English as an International Language has become a critical area of study within English. Its concepts have all been investigated by scholars in multiple TEIL approaches, including: pedagogical ramifications, sociolinguistics, and its frameworks.

English language becomes equally relevant to modern TEIL educational paradigm as its principles outline modern global relations. As an example, Canagarajah's (2005) suggests a welcoming approach to language variation as a core need for accommodating differences, not "deficiencies". Lee McKay's research, alongside Bokhorst-Heng (2008), proposes an analogous approach for TEIL under sociolinguistics, claiming that because of modification by many speakers around the globe, English has wavered to become a "multilayered" language (Lee Mckay, 2015; Nelson et al., 2019).

TEIL, from an educational perspective, challenges traditional pedagogical approaches to teach English by emphasizing intercultural understanding and communicative ability above more traditional approaches that focus on standards set for native speakers (Bhatt, 2001; Galloway & Rose, 2015). Because reciprocal intelligibility and effective communication are prioritized over grammatical exactness in TEIL contexts, Seidlhofer (2011) underscores the importance of teaching English as a Lingua Franca (ELF). The importance of culture in language education is more accentuated with TEIL studies. Byram (1997) talks about the knowledge of multicultural perspectives because TEIL students engage with diverse cultural attitudes and styles of communication.

A research on TEIL considers innovations and practical concerns of the teaching of the language and the theories and pedagogy underlying the teaching. Jenkins (2000) introduced the concept of English as a Lingua Franca (ELF) pronunciation, which focuses on intelligibility rather than a native-like accent. This is relevant in TEIL settings in which students contact people from different linguistic backgrounds.

Furthermore, Matsuda and Friedrich (2012) look into the integration of World Englishes (WE) into the Teaching English in an International Context (TEIL) frameworks, considering English to be a multifaceted language. This approach helps break students' preconceived notions about the English language by exposing them to its various forms and accents (Ambele & Boonsuk, 2021; Marlina, 2013).

The emphasis placed on the body of research on TEIL showcases English language use as an increasing phenomenon and also highlights the need for research focused on pedagogical approaches to English teaching in the context of TEIL. Addressing the complex instructional issues of TEIL including the sociolinguistic, sociocultural, and geopolitical phenomena shaping the world's societies requires innovative pedagogical research.

Grammar competence in TEIL

The value of a learner's grammar skills is important when teaching English as an International Language (EIL) given its use in diverse multicultural contexts. Various studies have looked into the importance of grammar instruction in EIL frameworks, focusing on its impact regarding intercultural communication and language skills.

As Canagarajah (2005) points out, it is very important to reconsider the role grammar plays in EIL teaching. He maintains that any approach taken to teach grammar should use a more communicative and contextualized stance rather than prescriptive traditional approaches. In the same vein, Kubota (2002) supports a pluricentric approach which accepts the existence of multiple Englishes and condemns the imperialistic use of native speaker standards in English grammar pedagogy.

Alongside these, there are those works which focus on English as a Lingua Franca like the ones by Jenkins (2000) who argue that grammar acquires a different meaning in EIL contexts since effective communication overshadows the use of native-speaker grammatical standards. This perspective advocates for a no-frills approach that prioritizes easier mutual understanding. Furthermore, Seidlhofer's (2011) research highlights the understanding of their communication strategies and cultural specifics in language use as the focus of intercultural understanding and grammar teaching within EIL frameworks. This was noted alongside the growing attempts of understanding English as a world language with many cultures and ways of talking (Pawlak, 2013, 2019).

Despite some progress in recent years, integrating grammar into the teaching of EIL remains troubling. The works of Ellis (2006) and Larsen-Freeman (2011) focused on teaching grammar in context and the dilemma of blending form-focused instruction with communication and learner-centered activities. Therefore, an alarming body of research has drawn attention to the need of teaching grammar as one of the fundamentals of teaching English as a foreign language. It has been justified with the need to use a communicative, yet culture-sensitive, context approach. It seems, however, that there is need for continuous research and development in teaching methods to meet the needs of learners in different parts of the world.

METHODOLOGY

Research Design

This literature research study utilizes a systematic review to analyze the effectiveness of contextual and relevant frameworks for developing grammatical competence in Teaching English as an International Language (TEIL) in Indonesia. The approach includes a systematic collection and synthesis of relevant academic literature from peer-reviewed journals, conference papers, scholarly books, and other publications that focus on grammar teaching, communicative language teaching, and teaching English as a second language within TEIL context.

The search strategy includes access to electronic resources like Google Scholar, PubMed, ERIC, and JSTOR, using the search "grammar instruction," "communicative language teaching," "TEIL," "Indonesia," and other related

terms. The search is supplemented with manual searches through reference lists and citation searches for related papers.

The inclusion criteria for this selection of literature are relevance to grammar teaching in TEIL contexts, publications in English, and the availability of full-text documents. The exclusion criteria focus on studies that concentrate primarily on TEFL scenarios or do not deal with grammar instruction.

After the first search, the articles are assessed with respect to their titles and abstracts in relation to the research goals. Thereafter, selected papers are reviewed in full-text mode for important pieces of information such as the theoretical framework, methodology, findings, conclusions, and other relevant information related to grammar teaching in TEIL contexts.

Data Collection and Analysis

The information was collected from multiple journal articles parallel with the discussed subject. In data synthesis, the processed information is organized and summarized, paying attention to themes and patterns pertinent to the effectiveness of contextual and relevant approaches to teaching grammar in teaching English as an international language (TEIL) (Creswell & Creswell, 2018; Lodico, 2010). Synthesis results are then analyzed to assess the findings for considerable contributions, constraints, and deficiencies in prevailing literature while proposing other research and teaching strategies in TEIL contexts.

RESEARCH RESULT AND DISCUSSION

The grammar teaching frameworks attempt to place the instruction meaningfully within context using grammar goals. Such analysis provided us with the theoretical background of teaching English in context to further enhance students understanding of the language. The method suggests focusing on key goal of effective communication enabling students to speak fluently and confidently in public settings.

Presenting Input Texts

An example of a systematic procedure is given when students are provided with input texts. These texts serve as illustrative contexts where the relevant grammatical features are encapsulated. While real language materials in conversation books help learners understand themselves and others, they also capture their minds. That is why a language taught with real, meaningful materials can motivate learners by making them interact.

Some carefully selected and adapted texts serve as presentable input texts. These texts will help students immerse themselves in realistic situations where they need to retrieve various functions in a language (Danylenko, 2020; Ellis, 1999). When these input texts are used, students are given actual dialogues where grammatical concepts are relayed, and they are stimulated to appreciate and take part in classroom activities (Angelovska, 2017; Benati, 2017).

The effects of showing students input messages are all-encompassing. First, it encourages students to analyze grammar principles taught in a real-life context by fostering understanding of actual language exchange situations

(Larsen-Freeman, 2014). Such practice not only helps learners understand rules but also allows them to formulate expressions that illustrate those rules.

In addition, input texts capture the interest and motivation of students by providing language in relevant scenarios (Richards & Rodgers, 2014). Texts, whether they are excerpts from literature, real-life conversations, or multimedia materials, capture the interest of students and allow them to interact with the language actively.

While the pros are clear, it is likely that the incorporation of input texts for the teaching of grammar will create severe problems for some teachers. There is considerable thought and work involved in choosing appropriate books that fit the students' capabilities, interests, and learning goals (Lee & Huang, 2008). Furthermore, the teachers have to make sure that the input texts are appropriate and relevant to the students in terms of culture and diversity.

Instructors may propose multiple strategies and concepts to improve how input texts are delivered. Using various types of texts and genres helps learners from different linguistic backgrounds understand different registers and styles of a language. Moreover, providing students with guidance, support, and pre reading and comprehension questions helps students unlock complex texts and capture valuable linguistic information.

To sum up, providing input texts is an important step in the associated grammar teaching method within a context and framework. This is because learners appreciate the integration of language materials which help deepen their understanding of the concepts of grammar and its use in daily speech. Though there may be challenges in choosing and organizing input texts, teachers can use many strategies and concepts to make this crucial aspect of grammar teaching more effective and enhance the overall language learning experience for the students.

Analyzing Language Elements in the Texts –Focusing on Grammar

Examining texts with an emphasis on their grammar features constitutes an important step in the socially and meaningfully oriented framework for teaching grammar. Through acute analysis of the various grammatical aspects within real-life documents, learners understand the importance of applying grammatical principles, norms, and rules into everyday interactions. This specific stage consists of identifying the patterns and conventions that grammar goes by in the texts so that students enhance their understanding of language in use (Atmaca & Gunday, 2017).

With the rest of the class studying a common text, every student is able to look for device specific grammatical clues and analyze the patterns, structures and conventions. Because grammar is often regarded as a set of rules to be followed, students come to appreciate grammar as a living practice that exists in the context of meaningful communication. This strategy enables learners to deepen their understanding of interpreting and producing language accurately and grammatically correct in context. Students gain the ability to understand grammar in ways that enables them to produce accurate language devoid of uninformed contradictions (Collier, 1996).

Moreover, students develop critical thinking skills and metalinguistic awareness when language aspects in particular texts are studied. Through examining the grammatical features of a text, students build proficiency in identifying and articulating the rules that govern language. This particular approach enables students to become self-sufficient learners by acquiring the ability to adapt their knowledge of grammar to various situations of communication.

One challenge that has been noted is that while integrating the study of language features into grammar teaching may achieve pedagogical goals, it may create problems for the educators. Attention and preparation are needed for the selection of the culturally appropriate and adequately leveled texts to be used for analysis. Moreover, teachers need to provide something extra in the form of scaffolding to walk students step by step through the analytic tasks, especially those learners who are at different levels of ability.

To address the features of language more effectively, specialists determine that teachers could integrate a number of strategies and concepts. Active participation in class is enhanced and further understanding of grammatical concepts is promoted when there are guided discussions and group analytical activities. In addition, providing clear and systematic guidance helps students struggling with complex language concepts to make sense of the texts and extract appropriate information from them.

As already stated, examining language features in a particular text is an important part of the context and meaning approach to teaching grammar. When students are placed in real contexts and guided through step by step evaluation, they gain mastery of the application of grammar in real communication. Although there might be some difficulties in choosing and analyzing the texts, the teachers have a lot of strategies and suggestions that can be used to enhance the student's Higher Order Thinking Skills (HOTS) and metalinguistic skills through this aspect of teaching grammar.

Discussing the Use and the Patterns of Grammar in the Texts

Having conversations using grammatical elements of the text is a fundamental feature when teaching grammar contextually and meaningfully. Teaching students through guided conversations provides opportunities to enhance their understanding and mastery of grammar and the usage of language within real-life situations (Wood et al., 2014). In addition, students are able to examine the working rules of grammar and improve their ability to recognize and use grammatical elements in practical situations (Chang et al., 2012).

Through these discussions, students look at how the texts they read incorporate the grammar rules and structures and let them discover the grammatical features and patterns in the language. Students are actively participating in conversations, which is meant for many processes where grammar is utilized in actual interaction beyond rote learning and regurgitation (Chang et al., 2012). This approach allows the students to think and analyze while moving beyond the content as they add reasoning on strategies to structure and use grammar accurately and effectively (Anderson et al., 2023).

In addition, the use and patterns of grammar in a text, analysis thereof, and its discussions encourage collaborative learning and participation among peers. Students work together, share, and analyze ideas, addressing and clarifying various concepts actively, thus fostering a positive learning community (Wood et al., 2014). This collaborative approach promotes constructive participation alongside the development of students' ability to utilize grammatical knowledge in real-life situations (Anderson et al., 2023; Wood et al., 2014).

Nonetheless, the additional talks on grammar use and the integration of patterns into instruction may create challenges to instructors, despite other pedagogical implications. Developing opportunities for meaningful conversation requires both careful planning and facilitation to guarantee that students participate and engage with the discussion from other learning contexts. Also, teachers need to provide frameworks and active guidance for students to enable them to work with grammatical features within the texts (Harmer, 2015; Larsen-Freeman & Anderson, 2011).

Producing New Texts Employing the Learned Grammar

Motivating learners to create new texts using the grammar taught in class is an active approach within the contextual and meaningful framework for teaching grammar. Developing distinct pieces of material allows learners to use the rules of grammar in real-life situations, thereby enhancing their understanding of the concepts and internalizing them through actual application (Anderson et al., 2023; Hedjazi Moghari & Marandi, 2017).

By creating new texts, learners get a chance to use the grammar they have learned in a more imaginative and purposeful way. While writing stories, essays, dialogues, or any other form of writing, learners are given the freedom to use the grammatical rules accurately and effectively in order to achieve the meanings they want to communicate (Hedjazi Moghari & Marandi, 2017; Swain, 1995). Such active participation facilitates understanding of the grammatical rules and the use of such rules in real-life interaction.

In addition, the creation of new texts promotes autonomy in learning and allows for artistic expression. Involvement in the writing process develops learners' language skills and their confidence in using English to express their ideas and experiences (Swain, 1995). Such acts of self-expression go beyond teaching elements of grammar to enhance students' language skills and communicative competence.

Even with the teaching advantages, integrating new text production within the scope of grammar teaching may present challenges for some instructors. It is necessary to guide students through operating the steps of writing and applying grammar rules effectively with adequate planning and scaffolding. Moreover, educators must provide opportunities for constructive critique and correction so that learners can demonstrate their understanding of the grammatical concepts taught in their writing.

To improve the effectiveness of developing new texts using taught grammar components, teachers may use a variety of strategies and approaches.

Stronger engagement among students can be fostered by providing specific instructions for writing, modeling writing skills, and facilitating peer interactions. Opportunities for reflecting and revising work that enable learners to advance their abilities while deepening their understanding of the grammatical concepts being taught over time.

Constructing new phrases and prompting students to employ known grammatical structures has specific objectives which go beyond teaching grammar, but rather engage grammar in a contextual and meaningful framework. Through participating in the writing process, learners integrate the concepts of grammar in real life and enhance their linguistic abilities. Different approaches may exist when trying to assist the learner during the writing process, however, teachers still possess a myriad of strategies and suggestions to aid the students in enhancing their writing and facilitating more profound understanding and learning in this essential aspect of grammar teaching.

Conducting Peer Correction Focusing on Grammar

Grammatical range and accuracy is taught within contextual reasoning of teaching in a particular manner through conducting peer correction. By organizing peer feedback sessions, teachers enable students to view their use of language in new ways in ways that help them think collaboratively and improve their grammar accuracy through engagement and constructive correction (Aghajani & Zoghipour, 2018).

Through peer assesment, students are in control in the process of language review by focusing on grammar and critiquing their peers. By evaluating the writing or speech of their classmates, students enhance their understanding of grammatical rules and conventions, enabling them to identify and correct grammatical errors in their own speech and writing (Heller, 1991; Lan et al., 2007).

Additionally, peer correction fosters collaboration and enhances social relations within the classroom (Sato, 2013). In such collaboration to provide assistance and feedback, students create a positive classroom climate where learning from each other's strengths and weaknesses is encouraged (Brandl, 1995; Gass & Lewis, 2007). When this method is used, participation becomes more pronounced and ownership over learning is nurtured, which develops language skills and self-assuredness in using English.

Regardless of the positive outcomes, practicing peer feedback activities on the grammatical aspects can serve as a challenge for instructors. Providing guidance and support to enable productive peer feedback sessions requires careful planning and structuring (Baleghizadeh & Rezaei, 2010). Also, moderators need to make sure that every feedback given is positive and friendly while maintaining a pedagogically sound natural where learners are free to give and receive feedback from their colleagues (Brandl, 1995).

To increase the effectiveness of correcting grammar on a peer basis, a variety of strategies and methods can be employed by educators. Boosting students' abilities to participate in constructive criticism and increasing their grammatical accuracy can be achieved by providing set guidelines, modeling

useful feedback methods, and incorporating peer review in writing or speaking activities (Adams, 2007). Moreover, providing opportunities for reflection and modification allows learners to meaningfully engage with language skills and improve over time.

Thus, practicing peer correction with a focus on grammar fittingly aligns with the meaningful approach to teaching grammar within a context. Through collaboration and different angles of using the language, students are able to refine their grammatical accuracy and mastery of language skills in a positive environment facilitated by peer feedback sessions. Many constructive approaches and strategies to allow peer correction may pose a challenge for some educators, however, through purposeful grammar instruction, these ideas can enhance students' understanding of grammatical principles. That said, the teacher is the fundamental aid in the students' engagement in the peer correction activity.

Discussing Students' Texts Focusing on Grammar

The context and relevance in teaching grammar require students to take part in discussions about their written work and its lasting impacts on teachers' grammar instructions. From these discussions, students learn through analysis of their own writing identify critical gaps and insights into their language skills which facilitates targeted efforts towards improvement and helps with overall competence with the English language (Yunita, 2014).

In these classes, students learn to analyze their own writing to identify which patterns, errors, and overall areas for improvement. Through rich collaborative approaches to text deconstruction, students have an increased awareness of grammatical norms and are able to make intelligent decisions regarding their language choices (Jacobs & Goh, 2007).

Moreover, analysis of students' papers with a focus on grammar contributes towards identification of reflection and self awareness (Dornyei & Murphey, 2009; Yunita, 2014). Critically assessing personal writing enables learners to enhance their understanding of the prescribed grammatical components thereby improving the functional aspects of their language. The ability to evaluate one's self and reason allows the learner the liberty to direct their learning towards developing their language competently.

Involving students in conversations about their texts, with a focus on grammar, can enhance their learning environment and allow them to learn from one another's experiences and perspectives. When learners share their written pieces, they also give and receive constructive feedback, working collaboratively to improve their grammatical and linguistic accuracy. This combined approach encourages greater effort and enables students to take pride in their accomplishments in languages.

Despite the benefits to education, teachers may face challenges trying to have a conversation around students' texts paying particular attention to the grammar focus. Encouraging productive discussions often requires deep planning around the strategies used for guiding and helping students to reach the objectives. Moreover, the teacher must create a warm and welcoming

environment that enables learners to feel comfortable sharing their writings with peers for comments and feedback.

To use students' work more effectively in grammar-centered discussions, instructors may combine different technologies and approaches. To help learners develop mastery in analyzing their own work, it is helpful to provide guiding discussion questions, demonstrate how to give feedback, and enable peers to work with and reflect on each other's work. Given the possibility of incremental change, when students are able to receive feedback, it is necessary to incorporate cases of revision and targeted skill exercises.

Most importantly, reviewing students' papers in relation to grammatical issues is one of the most integral aspects of comprehensive and systematic approaches to grammar pedagogy. In the process of analyzing and discussing various pieces of their class work, students learn important self-evaluative skills as they identify their grammatical strengths and weaknesses which helps in purposeful language refraining in the increased command over the English language. While these discussions may be the most challenging to begin with, there are many ways and diverse methods teachers can try for and help students work collaboratively and enhance their understanding of grammar during this important phase in teaching grammar.

Furthermore, grammar education in practical contexts incorporates both oral and written aspects to enhance students' language learning outcomes (Chiesa & Szwedek, 2020; Nosirova, 2023). The combination of spoken and written activities allows students to practice grammar conventions, fostering a better understanding of these concepts in diverse communication situations (Rutherford, 1987). The teachers' role is crucial in enabling the students to learn grammar in context and guiding them through the process step by step.

In the oral cycle, students participate in verbal communication activities, with emphasis on the application of language and grammar in speaking and not only theory. Students apply grammatical structures in everyday conversation through activities such as discussions, role plays, debates, and presentations. While taking part in conversations, students gain fluency, confidence, and accuracy in their speech while learning to use grammar in context (Leech & Svartvik, 2013).

As students engage in the written cycle, they are involved in specially designed exercises that focus on the written expression of grammar concepts and structures. Students are provided the opportunities to apply their grammatical skills in creative writing projects, such as essays, reports, narratives, or diary entries. Writing provides these students the opportunity to polish their command of grammar, vocabulary, and their writing ability, which in turn improves the quality of their expression (Anderson et al., 2023; Maulana et al., 2020).

By combining both oral and written dimensions of grammar teaching, teachers create a holistic instructional approach that responds to students' diverse learning needs and improves their language skills. The spoken cycle implements the development of skills related to the use of language as well as active communication, whereas the written cycle focuses on reinforcing

grammatical understanding and expression through writing (Broszkiewicz, 2011; Ellis, 2003; Leech & Svartvik, 2013).

The inclusion of both oral and written activities aids the breakdown and transfer of information across different communicative skills. The information garnered from the speaking stage can be reinforced and used in the written phase, and vice versa, improving grammatical knowledge (Fotos, 2004). This method ensures that learners develop an all-round understanding of grammar, which they can use effortlessly in both spoken and written communication (Lutfulloyevna, 2023).

Despite the benefits resulting from combining written and spoken elements in teaching, not much attention is given to the difficulties concerning balance between the two and adequate practice and feedback (Batstone, 1994; Bitchener & Storch, 2016). To address these problems, educators may use strategies such as careful planning, step-by-step guidance, and the incorporation of active reflection and peer collaboration.

Consequently, grammar instruction should include both spoken and written activities in order to enhance students' language learning results. Such practice enables teachers to provide students with a complete experience that promotes the development of fluency, accuracy, and skill in all aspects of spoken and written language. Students gain a comprehensive understanding of grammar while improving their confidence and skills in English communication through this balanced approach.

This study acknowledges the problems that teachers face when trying to apply these integration methods into their teaching, though the context provides great benefits for language acquisition. More specifically, it brings attention to the need to provide additional time for explanation and practice, along with perpetual support for the educators and learners for proper guidance within this framework.

To sum up, integrating and contextualizing grammar instruction has a practical application in learning a language; thus, the findings from this literature-based research stress the need to incorporate grammar education into meaningful contexts for more effective understanding and application of the grammatical concepts involved in language acquisition and learning. In that way, teachers can facilitate the learning of English grammar to their learners in authentic communicative situations.

CONCLUSIONS AND RECOMMENDATIONS

The research analyzes the requirements of blending grammar teaching into more contextual frameworks with a view to improving the achievements of learners in the language. The model outlines six particular components which organize the teaching of grammar within a system. These procedures emphasize the teaching of language as communication and its practical use. Teachers can provide better learning opportunities by giving preparatory reading materials, parsing elements of language, discussing grammar, creating new works, giving each other feedback, and having discussions about students' works. All of these

activities deepen and reinforce students' knowledge and skills with certain grammatical concepts.

Moreover, the addition of spoken and written work ensures that the teaching of grammar is approached holistically and caters to the many styles of learning that students have, thereby improving their overall language skills. By including speaking and writing activities, teachers facilitate cross-modal expression of learning, leading to better understanding and retention of grammar concepts by students.

Even though there are challenges when adopting this relevant and contextual framework, such as needing additional time and assistance, the benefits for language acquisition are marked. By employing authentic language contexts along with systematic analysis and application of grammatical concepts, teachers allow learners to build greater mastery, confidence and skills in English.

The impacts of the study for educational stakeholders like teachers, curriculum designers, and policy makers are quite significant. It is suggested that these strategies be put into teachings for better immersions that lead to deeper understanding and application of grammar. Curriculum designers may capture the concepts of relevant and contextual grammar teaching in the language curricula on a deeper scale. Also, policymakers need to actively promote and fund the professional development opportunities and materials needed for implementing effective grammar instruction strategies within the educational system.

In summary, this literature-based research underscores the need to integrate grammar teaching and practice in relation to students' communicative proficiency and their use of language. Such an approach allows teachers to create a supportive pedagogic environment where learners can thrive as confident and competent users of English.

ADVANCED RESEARCH

This research is limited to the area of teaching grammar in ELT. Therefore, further research on other skills would be beneficial for the ELT area.

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