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## **Teaching Grammar to School Learners in EFL Classes**

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## **Section One**

### **Introduction**

Teaching grammar to English as a Foreign Language (EFL) learners is a fundamental aspect of language instruction. Grammar instruction plays a crucial role in developing learners' language skills, as it provides the foundation for understanding and producing a language accurately and fluently. Grammar plays a crucial role in language education, but it can be challenging to teach effectively. When people hear "grammar," they often think of fixed word forms and usage rules. They associate "good" grammar with formal writing and presentations while considering everyday conversation or non-prestige language as "bad" or lacking grammar. To enhance teaching, teachers should use real-life materials and focus on specific themes or topics to provide students with more relevant information.

This research project aims to investigate the effectiveness of different ways of teaching grammar. As well as, strategies, materials, and activities used in the process of teaching grammar to foreign language learners. And assess their impact on learners' grammar acquisition.

In linguistics, grammar is "The rules by which words change their forms and are combined into sentences or the study or use of these rules." (Longman Dictionary of Contemporary English, 2001, p. 619). According to Gage (1963), "Teaching is a form of interpersonal influence aimed at changing the behavior potential of another person". English as a Foreign Language (EFL) learners refer to individuals who are acquiring proficiency in the English language in regions where English is not the native tongue.

This study is divided into four main sections. The first section is introduction that includes background knowledge of grammar, the aims of the study, and the definitions of keywords. The second section is the literature review. The third section is experience and reflection. The fourth section is the conclusion of the study.

## **Section Two**

### **Literature Review**

#### **2.1 Approaches of Teaching Grammar**

Broadly speaking, in teaching English grammar, two approaches can be applied which are deductive and inductive. In this section, the two approaches are briefly highlighted with their advantages and disadvantages in teaching English grammar to EFL learners.

##### **2.1.1 The Deductive approach**

A deductive approach is derived from the notion that deductive reasoning works from the general to the specific. Thornbury's three fundamental principles state that a teacher should give precise definitions and explanations of each grammar element. The next stage involves giving the students samples of phrases in which the grammar point is typically utilized. This way, they may see how a rule is most frequently applied in a certain situation.

The deductive approach, which addresses grammar instruction, is also known as rule-driven learning. This approach involves giving pupils a clear explanation of a grammar rule and having them practice using it. This method has been the mainstay of language instruction worldwide and continues to have a monopoly in many textbooks for courses and grammatical exercises on your own (Fortune, 1992).

The deductive method maintains that a teacher teaches grammar by first outlining the rules and then providing instances of sentences. After students comprehend the rules, they are instructed to apply the provided rules to a range of sentence examples. Teaching grammar rules merely serves to draw students' attention to the problem discussed. Eisenstein (1987) suggests that with the deductive approach, learners are in control during practice and have less fear of drawing an incorrect conclusion related to how the target language is functioning. In summary, the deductive approach begins with the teaching of a rule and continues with instances of the rule's application. In this sense, students are supposed to interact with it through the study and manipulation of instances.

### **2.1.1.1 The Advantages of the Deductive Approach**

- a. The deductive approach can save time because it is direct and goes to the point.
- b. Several features of the rules (such as a form) can be clarified and taught more easily than elicited from examples.
- c. Several concrete examples of practice and applications are provided right away.
- d. The deductive approach respects the intelligence and maturity of many adult learners in particular and acknowledges the role of cognitive processes in language acquisition.
- e. It confirms many learners' expectations about classroom learning, particularly those with an analytical style.

### **2.1.1.2 The Disadvantages of Deductive Approach**

- a. Some students, especially the younger ones, can find it off-putting to start the course with a grammar presentation.
- b. Younger learners might not be able to understand the ideas or encounter the grammar terminology given.
- c. Grammar explanations promote a teacher-fronted, transmission-style classroom, which will instantly impede student participation and engagement.
- d. Rarely is an explanation as remembered as other presentation formats (like a demonstration).
- e. The deductive approach encourages the belief that learning a language is simply a case of knowing the rules.

### **2.1.2 The inductive approach**

Inductive teaching is a bottom-up approach that gives learners greater responsibility for their learning. Grammatical rules are not provided. Instead carefully selected materials that illustrate the use of the target language within a context are supplied. According to Harmer (2007), learners attempt to figure out how language is constructed through skills practice on reading and listening materials, which is especially beneficial.

An inductive approach involves reasoning from observations to theories. In the inductive approach to language learning, learners acquire the language through unconscious exposure to the target language. This happens through the process of habit formation, where learners study various examples of a structure until the use of the structure becomes automatic. During this process, learners are inspired to acquire the target language innately, without explicitly stating the specific rules of the structure. They may not be fully aware of what they are learning until the end of the course when the teacher puts the objective into words. When it comes to teaching grammar, many experts believe that the inductive approach, also known as rule discovery learning, is the most effective. This method involves the teacher presenting sample sentences, which the learners then use to deduce the grammatical rules. The rules can be presented orally or in writing.

The inductive approach is a teaching strategy that aims to impart structure, meaning, and order to students' learning experiences. It encourages students to actively participate in their education and develop their problem-solving techniques. This method also draws attention to implicit grammatical norms and allows students to draw their own conclusions about the principles that the teacher has provided. Overall, the inductive approach promotes a more independent style of learning.

The following four steps can be used to summarize the basic concepts of this inductive approach to teaching English grammar

- a. Provide students with a collection of information in English related to a specific grammar topic.
- b. Ask students to identify a grammatical rule from the data set.
- c. Ask students to test and verify the rule using new facts about the English language.
- d. Have students revise and adjust the grammatical rule to include the new information.

### **2.1.2.1 Advantages of the inductive approach**

- a. Teaching learners how to discover rules can improve their independence and autonomy in learning.
- b. The method aims to exploit the deeper level of cognitive depth of learners.
- c. Instead of being passive recipients of information, learners are encouraged to actively participate in the learning process, which can inspire them to engage in the task.
- d. This approach makes use of students' pattern recognition and problem-solving abilities, which can increase their interest in the task.
- e. By working together to solve problems, learners have the opportunity to practice and improve their language skills.

### **2.1.2.2 The Disadvantages of the Inductive Approach**

- a. The method takes time and effort since it helps students understand the rules in the right way.
- b. The learners may develop an incorrect understanding of the taught rule due to implicit concepts.
- c. The approach can help teachers in planning a lesson.
- d. It motivates educators to carefully and methodically plan out the facts or items they teach.
- e. The students might find the approach irritating due to their unique learning preferences or prior experiences. They may prefer to be given a rule.



## **2.2 Methods of Teaching Grammar**

### **2.2.1 Grammar Translation Method**

In the nineteenth century, the Classical Method came to be known as the Grammar Translation Method. This method was developed in Greece and Rome to instruct classical languages such as Latin, Greek, etc. (Chastain 1988). According to Richards & Rodgers (2001), "it aimed to know everything about anything more than the thing itself". In the past, the traditional way of learning foreign languages involved studying grammar and using dictionaries to understand texts. The Grammar-Translation Approach (GTM) emphasizes learning a foreign language through translation and memorizing its grammar and rules. The grammar-translation technique is a teaching method that emphasizes the memorization of vocabulary and grammatical structures. This technique teaches grammar in a deductive manner. The goal is for students to acquire language skills by genuinely applying grammatical rules. The purpose of learning a language using this technique is to be able to converse with literature in the target language. The local language is translated from a second language, and vocabulary and grammatical norms are committed to memory (Thanasoulas, 2002). According to researchers, teaching grammar and vocabulary is most effective when using this method. Teachers who use other methods are less certain of their students' language learning progress. One of the major drawbacks of this method is that it teaches the students about the structure of language and actual language is missing. It is teacher-centered so the learning environment is not so conducive to active learning and learner have no opportunity to use techniques for their language learning (Thuleen, 1996). There are some characteristics of the method.

- a. Classes are taught in the mother tongue with little active use of the target language.
- b. Much vocabulary is taught in the form of lists of isolated words.
- c. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- d. Reading of difficult classical text is begun early.
- e. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- f. Little or no attention to pronunciation.

## 2.2.2 Communicative Language Teaching CLT

In contrast, the Grammar Translation Method is the “revolutionary” Communicative Approach, which shifts attention from language competence to communicative competence. Europe is credited with originating Communicative Language Teaching (CLT) in the 1960s. Communicative Language Teaching (CLT) is an approach that prioritizes the communication skills of students over their linguistic proficiency. It is not just about teaching grammar, but also about addressing the communication demands of learners. The instruction approaches used in CLT, such as role-play, pairing, group work, etc., focus on the content and materials chosen to facilitate linguistic learning. According to this technique, students should be able to express themselves and understand language, rather than just memorize vocabulary and grammatical rules. However, this approach never disregards the importance of grammar in favor of the communication function of language.

The principles of Communicative Language Teaching (CLT) do not suggest ignoring grammar but rather offer different techniques for practicing it. CLT recommends an inductive approach to teaching grammar rules. Therefore, the importance of grammar in CLT is indisputable. It should be a central focus of research in the field of CLT to ensure the effective implementation of CLT principles. This involves identifying existing issues related to grammar practices in CLT classrooms and finding effective solutions. Communicative Language Teaching (CLT) emphasizes the teaching of grammar, just like the Grammar Translation Method (GTM). However, the technique of teaching grammar in CLT is different from GTM. Unfortunately, this difference is not often followed in real teaching situations. As a result, students may feel bored and burdened when grammar is discussed, just like they did in the GTM classroom. Grammar exercises can be more effective and interesting for students when they understand how it applies to real-life situations. Therefore, it is essential to establish a strong connection between grammar-based language learning in the classroom and language activities outside the classroom. According to Ara (2004), the teacher is considered the center of education. Teachers have a significant impact on their students' psychological well-being and encourage them to work with language. If the importance of grammar in their academic, professional, and practical life is explained to them, they may become more motivated.

### **2.2.3 Task-based language teaching TBLT**

The task-based instruction model is a language teaching method that focuses on communicative activities. It involves students performing tasks in a classroom environment where there is a high level of mutual interaction. TBLT shares several principles with Communicative Language Teaching, where the tasks are part of the lesson. Task-Based Language Teaching (TBLT) is a method of teaching that emphasizes the use of grammar in communication. Instead of focusing on individual grammar rules, learners work on tasks that require them to use language practically. The goal of TBLT is to help learners view language as a tool for communication rather than just a set of rules to memorize. This approach unites different features of the language and encourages learners to engage with it as a whole. As Nunan (1991) describes, TBLT does not aim at strictly teaching grammar. Essentially, it tries to let learners use the language effectively. According to the Cambridge International Dictionary of English (1995), a task is a piece of work to be done, esp. one done regularly, unwillingly, or with difficulty. The tasks should be related to daily life experiences common to all students, to capture their attention and interest towards the lesson and the task at hand. Students are consumed with language use rather than learning even the most basic grammar rules or details. In addition to being expected to learn about language functions, students have an assignment to complete in the target language. Through communicative tasks that require student participation, Task-Based Language Teaching (TBLT) helps connect the classroom with the real world. TBLT not only focuses on developing students' linguistic abilities but also emphasizes the application of their language skills in practical situations. In other words, learners are expected to not only learn the language but also use it in real-life scenarios. TBLT is a bridge between the classroom and daily life environment outside of the classroom with the assistance of its communicative activities, It uses communicative activities to encourage students to interact with each other and complete tasks within the classroom. TBLT not only focuses on teaching language knowledge but also on enabling learners to apply it in practical situations.

## **2.2.4 Technology-Enhanced Grammar Teaching**

Since digital media and computer technology facilitate the acquisition of knowledge and skills, many proponents of education reform argue that educators should use them to help students develop their knowledge and abilities. It is widely acknowledged that technology plays a significant role in the present push to personalize education. To acquire the necessary skills for the workforce and society of the twenty-first century, students must learn how to use and understand technology (Moeller & Reitzes, 2011). Technology has been among young people in everyday life. Online learning is one of the most rapidly growing trends in educational uses of digital technologies. Technology plays important roles in language teaching, serving as resources, delivery systems, and increasing productivity. According to Pedersen and Liu (2003), computer applications are most effective in promoting student-centered learning by providing support for students with special needs and interests, facilitating factual knowledge acquisition, and creating new learning experiences. Providing real and intelligible input is crucial for engaging learners in language learning (Krashen, 1998). To do this, challenging materials in the target language are required for successful language learning, but their availability is limited. Language educators believe that by using information and communication technologies (ICT) we can solve this problem. Technology facilitates access to linguistic and cultural materials. Using digital multimedia technologies improves access efficiency over a single medium alone. Traore & Blankson (2011) used audio-visual technologies in teaching English and found that it helped students to learn English more than other groups using a single technology. Video and the internet help to improve authenticity. These materials offer a natural and context-rich linguistic and cultural environment, allowing learners to access authentic target language that better reflects cultural changes than printed sources. Encouraging authentic conversation in the target language is key to successful language learning. ICT has been utilized in various ways to enable language learners to communicate in their target language.

## 2.2 Steps in Teaching Grammar

The priority of teaching grammar is to help students internalize the linguistic structures and norms in a way that makes them useful for oral and written communication (Ellis, 2002). It is generally accepted that practice can facilitate accuracy and fluency. The traditional way of teaching grammar involves presenting, explaining, and practicing a new grammatical structure before having students use it in their own written and spoken language. This teaching approach is called presentation-practice-production (PPP). PPP is closely connected to the establishment of a synthetic grammar syllabus, which outlines the order in which grammatical structures should be taught throughout the course. During the first stage, the focus is on accuracy, followed by proceduralization-promoting activities in the second stage, and finally, fluency is emphasized in the third stage to support automatization. To practice language, and the third stage concentrates on fluency to support automatization. The presentation stage uses a teacher-recited short story, a written text, or a brief written conversation to introduce a new language in context (Hramar 1991). By introducing students to form and meaning, language is introduced inductively, allowing them to deduce the rule. The second phase of this process uses a logical method or an explicit description of the desired structure to concentrate on accuracy as a source of declarative knowledge (Jonson 1994). Giving students a precise framework to operate within as they approach proceduralization is the goal. In general, the teacher is in complete charge at this point and the student is expected to display the form. During the production stage, learners are typically encouraged to utilize unanalyzed language, or formulaic chunks, which are provided by the context. The second step in the language learning process is practice. Its main aim is to help students begin the process of automatization, which is crucial for the development of skills. During this stage, learners engage in various activities under the guidance of their teacher, paying close attention to the forms used in the language. According to Anderson, this is the stage where students get the chance to learn how to perform language tasks correctly. If students fail to achieve the desired proficiency level, the teacher may consider going back to step one. During the practice stage, the teacher assumes the role of a monitor, supervising and guiding students. Activities for the practice stage can be done in pairs, individually, or as a whole class.

To achieve automation, learners utilize their declarative knowledge in a step-by-step manner during the production phase. This allows them more freedom to personalize and construct their language. The goal at this stage is for the students to focus solely on the message and not worry about the form. To improve their language control and speed, Jonson and Thornbury suggest that production exercises should have a communicative objective. Even if the primary goal of the course is to enhance fluency, learners are expected to produce accurate language. If an error is made, the instructor will decide whether it is necessary to review the first phase of the framework.

## 2.4 Using Games in Teaching Grammar

In the second half of the late twentieth century, games entered smoothly the field of education and were considered one of the useful techniques that teachers could use in their teaching process. Hadfield (1999) emphasizes the effective use of games and insists on integrating games into the language syllabus and not using them as “an amusing activity for Friday afternoon or the end of the term” (p.8). Games are a combination of many elements such as rules, competition, relaxation, and learning. Many expert textbook and methods manual writers have emphasized that games are not merely time-filling diversions, but can have great teaching value. Most grammar games promote language usage rather than the study of precise structures. One of the most common and preferred teaching strategies is the use of language games to aid the teaching of various skills. The teaching program should prioritize grammar games instead of treating them as peripheral. Richard Amato believes games should be enjoyable but cautions against neglecting their instructional significance, particularly in foreign language training programs. When it comes to using games for educational purposes, there are many factors to consider, one of which is appropriateness. Teachers need to be careful when selecting games to ensure that they are effective for the learning process. For games to be useful, they must be suitable for either the student's level of knowledge, age or the materials that need to be introduced or practiced. Not all games are appropriate for all students, regardless of their age. Different age groups require different topics, materials, and game modes. Children benefit greatly from games that encourage them to move around, imitate others, compete in groups, and engage in similar activities. Moreover, games that are designed to teach or reinforce specific language grammar rules should consider the students' skills and background knowledge. When a task or topic is not appropriate or exceeds the students' level of experience, the game becomes challenging. The length of the game and the amount of time needed to finish it are other factors that influence the decision. Many games have time limitations, but according to Siek Piscozub, the teacher can allot more or less time based on the student's abilities, the size of the group, their familiarity with the game's rules, and other factors. Games ought to be at the heart of teaching foreign languages. Mr. Rixon suggests that games should be used at all stages of the English lesson, provided that they are suitable and carefully chosen.

The goals of teachers when using a game can vary during different stages of the lesson. Firstly, the game can serve as a clear example that demonstrates a concept. Secondly, it can provide regulated practice that prompts proper responses and encourages a decent imitation of the language. Lastly, the game can be used for communicative exercises, allowing students to use a foreign language allow students to use a foreign language. Using grammatical games as a tool for revision exercises is a great way to help students retain their grammatical knowledge enjoyably and engagingly. although grammar games may seem like just noise and entertainment for students, they are still worth considering and using in the classroom because they can inspire students, foster communicative competence, and enhance fluency. The most common types of games in teaching grammar are (Bingo, Board Games, Charades, Relay Races, and Tic-tac-toe ).

For example, Bingo is a game of chance where players match randomly drawn numbers to numbers on their cards. While traditionally used for entertainment, it can also be effective in teaching grammar. Using bingo in teaching grammar can be an engaging and effective method to reinforce language concepts in a fun and interactive way By adapting bingo cards to include parts of speech or grammar rules, students actively engage with language concepts. As the teacher calls out sentences or phrases exemplifying these rules, students mark corresponding squares. This interactive approach fosters learning through play and encourages the retention of grammar concepts in a fun and memorable way. By playing bingo, students not only reinforce their understanding of grammar concepts but also actively playfully engage with the material. Additionally, it encourages peer interaction and can help make learning grammar more enjoyable and memorable for students.



### **2.4.3 The advantages of using games in teaching grammar**

- a. games can reduce anxiety, making it easier for students to acquire input .
- b. games are very motivating and entertaining, giving shy students more opportunities to express their opinions and feelings.
- c. games allow learners to acquire new experiences within the foreign language that are not always possible during a typical lesson .
- d. games can add variety to regular classroom activities, break the ice, and introduce new ideas .
- e. the relaxed atmosphere created by using games can help students remember things faster and better .
- f. grammar games are an excellent way to practice the language, providing a model of what learners will use the language for in real life in the future.
- g. grammar games encourage, entertain, teach, and promote fluency.

## **Section Three**

### **Experience and Reflection**

This section presents the classes I attended related to the title of my research project and analyzes my experience in those classes.

#### **3.1 Experience**

Throughout my grammar learning journey in EFL classes, I encountered a traditional teaching approach that often left me feeling disconnected and disengaged from the learning process. One memorable instance was when our teacher would commence each lesson by writing lengthy grammar rules on the board, expecting us to absorb them without context or practical application. I remember feeling more like a scribe than an active participant in my education while copying these rules into my notebook. Moreover, the lack of interactive activities meant that grammar lessons became repetitive and uninspiring. The approach was not authentic, and we were not given a choice to implement the rules in our daily lives. There were no opportunities for students to express their ideas about the grammar point. I remember that instead of promoting an environment that encouraged exploration and experimentation, the focus was entirely on passively absorbing information. I longed for activities that would encourage us to apply grammar rules in practical ways, such as engaging in debates or creating imaginative stories. The lack of multimedia resources resulted in a dull learning experience. Nowadays, technology provides unlimited opportunities for interactive learning, but our classroom was deprived of any visual or audio materials that could have made grammar concepts more engaging. I frequently wished for dynamic presentations or interactive exercises that could accommodate different learning styles and improve understanding. These imposing curriculum systems of teaching grammar would discourage and scare away students, there were so many speaking activities considering grammar points for students to use and not forget what they have learned but the teachers didn't use them effectively or because of time and the number of students, and too many concentrations were required and how to construct a sentence, all these ways make students and teachers tired without any good production, despite all the facts we had to memorize the rules we would only study to pass not to learn and used in daily life, once the exam was over our minds were empty of the bits of knowledge, we studied for the exams. students succeed when they learn something that matters to them and they love it.

## 3.2 Reflection

Reflecting on my experiences with traditional grammar teaching methods in EFL classes, I am struck by the profound impact they had on my learning journey. The rigid structure and lack of student-centered activities not only hindered my engagement but also stunted my ability to internalize and apply grammar rules effectively. As I reflect on my language learning journey, I have come to realize that the lack of opportunities to apply my knowledge practically left me feeling disconnected from the process. While I used to diligently memorize grammar rules for the exams, the knowledge rarely translated into real-world communication. This disconnect between theory and practice not only diminished my enthusiasm for learning but also limited my ability to become proficient in the language. In my experience, the education system often prioritizes passive learning and rote memorization over critical thinking and creativity. This approach tends to result in a superficial understanding of grammar concepts, where students are merely regurgitating information without truly grasping its significance. As a result, the learning experience can feel devoid of meaning and purpose. However, these challenges highlight the significance of rethinking grammar instruction to make it more interactive and student-centered. By incorporating multimedia resources, encouraging active learning strategies, and cultivating a supportive learning environment, teachers can enable students to take charge of their learning journey. As I endorse more innovative teaching methods, I am reminded of their transformative potential in promoting authentic engagement and fostering a greater appreciation for the English language. After reflecting on my experiences with traditional grammar teaching methods, I have gained valuable insights into the limitations of conventional approaches. I am inspired to advocate for educational reforms that prioritize student engagement, practical application, and holistic learning experiences. I hope that future generations of EFL learners will benefit from more dynamic and inclusive pedagogical practices, leading to a deeper and long-lasting appreciation for language learning. By reimagining grammar instruction to be interactive, contextual, and inclusive of diverse learning modalities, we can empower students to communicate confidently and proficiently in English.

## **Section Four**

### **Conclusion**

In conclusion, the exploration of teaching grammar to EFL classes has shed light on various approaches and methods that educators can employ to facilitate effective language learning. Two different approaches to grammar instruction have been explored the deductive approach and the inductive approach. The deductive approach is characterized by rules and structure, providing clear explanations and practice, but it may not be engaging or applicable to real-world situations. On the other hand, the inductive approach encourages active learning, problem-solving, and critical thinking, which helps learners become more independent.

Furthermore, it has examined different methods such as the Grammar Translation Method, Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and the use of technology in grammar instruction. Each method presents unique strategies for teaching grammar, ranging from traditional approaches focused on grammar rules to communicative and task-based approaches emphasizing practical language use and real-life scenarios.

Incorporating games into grammar teaching has proven to be beneficial. The interactive and engaging activities help to reinforce language concepts. Bingo and Tic-tac-toe are examples of games that provide opportunities for active participation, collaboration, and enjoyment while practicing grammar rules in a meaningful context.

The research found that it is crucial to use a variety of methods and techniques when teaching grammar to EFL classes. By combining traditional teaching with activities that promote communication, task-based learning, and the integration of technology and games, educators can create lively and engaging learning environments that cater to the diverse needs and preferences of EFL learners. Providing thoughtful and strategic grammar instruction can help students develop their linguistic proficiency, communicative competence, and confidence in using English in real-life situations.

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