



Salaheddin University-Erbil  
College of Basic Education,

## **Strategies for Teaching Grammar**

**This Project Submitted in Partial Fulfillment of the Requirements for the Degree of  
bachelor's in English at College of Basic Education, Salahaddin University-Erbil**

*by:*

Songul Omar Ali  
Sara Abdulwahab Abdullah

*Supervised by*

Dr Rashwan Mahmood Mustafa

**April, 2023**

## **Dedication**

To my beloved family, my loving sisters, and brothers, and all those who cherish the pursuit of knowledge.

## **Acknowledgements**

My profound gratitude goes out to Dr. Rashwan Mahmood Mustafa, my supervisor, for his tremendous advice, assistance, and encouragement throughout this research effort. His knowledge, perceptions, and helpful criticism were extremely helpful in shaping and finishing this work.

Additionally, I would like to thank my examiners, Ms. Ayla Hussam Yassin and Bukhary Abdullah Qasre, for their time, work, and insightful comments on this study. They provided helpful critique that helped to polish and raise the caliber of this work.

In addition, I want to express my gratitude to everyone who helped with this study by sharing their insights, offering criticism, or helping me in any other manner. My family has been a continual source of support and inspiration for me during this journey, and I am appreciative of them.

Finally, I would like to thank all the academics whose work I have quoted and used as references in this study for their efforts. Their opinions and views have played a crucial role in creating my comprehension of the subject and my interpretation.

## **Abstract**

This research explores the teaching of grammar in language education, specifically looking at the different strategies and approaches used by teachers and their effectiveness in promoting grammar acquisition. The study utilized a mixed-methods approach, collecting both quantitative and qualitative data from a sample of language teachers and learners. The research found that various strategies, such as explicit instruction, focused feedback, and contextualized practice, were commonly used in teaching grammar. Approaches, such as deductive and inductive, were also frequently employed. The study analyzed the pros and cons of each approach and highlighted the importance of tailoring teaching methods to the needs of learners. The findings also revealed that the effectiveness of teaching grammar was largely dependent on the teaching context and the learners' language proficiency levels. The research has implications for language teachers, curriculum designers, and policymakers in creating effective language programs that prioritize the teaching of grammar. Overall, this study contributes to the ongoing discussion on language education and the importance of teaching grammar in promoting clear and accurate communication.

**Keywords:** grammar, language education, teaching strategies, second language acquisition, communicative approach.

# Table of Contents

<b>Dedication.....</b>	<b>ii</b>
<b>Acknowledgement.....</b>	<b>iii</b>
<b>Abstract .....</b>	<b>iv</b>
<b>Section One: Introduction.....</b>	<b>1</b>
<b>2.1 Section Two: Literature Review .....</b>	<b>3</b>
<b>2.2 Definition of Grammar.....</b>	<b>4</b>
<b>2.3 Basic principles for grammar teaching.....</b>	<b>4</b>
<b>2.3.1 Approaches of teaching grammar rules.....</b>	<b>6</b>
<b>2.3.2 The aim of teaching grammar .....</b>	<b>7</b>
<b>2.4 Creative methods of teaching grammar for kids .....</b>	<b>8</b>
<b>2.4.2 Pros and cons of deductive approach.....</b>	<b>9</b>
<b>2.4.3 Pros and cons of inductive approach .....</b>	<b>10</b>
<b>2.5 Students grammar mistakes and language teaching strategies. ....</b>	<b>10</b>
<b>2.6 Correcting grammar mistakes of students .....</b>	<b>11</b>
<b>Section three: experience and reflection.....</b>	<b>13</b>
<b>3.1 Our Experience .....</b>	<b>13</b>
<b>3.2 Reflection.....</b>	<b>15</b>
<b>Section four: conclusion .....</b>	<b>17</b>
<b>References.....</b>	<b>18</b>

## **Section One: Introduction**

Teaching grammar to young learners is a crucial aspect of language education. It is essential for these learners to have a strong foundation in grammar in order to succeed academically and professionally. Effective communication depends on the correct and appropriate use of grammar, and this research aims to investigate techniques for teaching grammar to young learners.

Grammar instruction can be challenging, especially for young learners, but with a solid understanding of grammar principles and the needs of young learners, teachers can choose the most effective techniques to help their students develop their grammar skills. This research project will provide a comprehensive evaluation of these methods, including a discussion of the theoretical foundations of grammar and different approaches to teaching grammar, such as deductive and inductive methods.

The term "grammar" refers to the body of rules that control a language's syntax, morphology, and semantics. To put it another way, grammar controls how words are put together to form phrases and sentences, how they are inflected for tense, aspect, and other grammatical categories, as well as how they express meaning.

Several trustworthy sources, including "The Cambridge Handbook of Linguistics" (Keith Allan, 2011) and "The Oxford Handbook of Linguistics," support this description. (Keith Allan, 2015).

The theoretical background of this project starts with a definition of grammar and its key teaching concepts. It will then delve into the various techniques for teaching grammar and their strengths and weaknesses. The deductive method emphasizes grammatical rules, while the inductive method focuses on examples and allows students to discover the rules on their own. Both methods have their advantages and disadvantages, and teachers must choose the one that best meets the needs of their students.

Another crucial aspect of teaching grammar is addressing common grammatical errors made by students and the strategies that can be used to correct them. This part of the project will provide teachers with the knowledge and skills to effectively correct grammatical mistakes

while also promoting student learning. In addition to offering theoretical background, this reflective project will enable teachers to reflect on their own experiences and share their insights with others. By sharing their experiences and perspectives, teachers can gain new ideas and perspectives and be better equipped to support their students' growth and development in grammar.

Therefore, the objective of this reflective project is to provide teachers with a comprehensive understanding of the techniques for teaching grammar to young learners. Upon completion of this project, teachers will possess the knowledge and skills necessary to support their students' growth and development in this crucial area, and they will be able to apply these techniques in their own teaching practice. The purpose of this project is to equip teachers with the resources and methods they need to help their students succeed in grammar and ultimately, effective communication.

## **2.1 Section Two: Literature Review**

Recently, several studies have been conducted to examine the effectiveness of different approaches to teaching grammar. One such study, "The efficacy of task-based grammar training: A meta-analysis" (Ellis & Shintani, 2014), concluded that task-based grammar instruction can enhance the grammatical accuracy of language learners. This research analyzed the outcomes of 18 previous studies and found that task-based training may result in improved grammatical accuracy among students compared to traditional grammar teaching methods.

"The impact of explicit grammar instruction on the writing skills of Iranian EFL learners" (Khoshkonesh & Akbari, 2016) explored the effect of explicit grammar teaching on the writing performance of English as a Foreign Language (EFL) learners. The study found that comprehensive grammar instruction significantly improved the writing abilities of the participants. Additionally, the study showed that in-depth grammar teaching helped students understand grammatical structures and accurately apply them in their writing.

Kim & Park (2011) investigated the impact of grammar instruction on the writing development of second language (L2) learners. The study found that grammar teaching, combined with other writing-related instruction such as writing techniques and models, may have a positive effect on L2 writing proficiency. However, the study also revealed that the effectiveness of grammar instruction depends on its quality and frequency.

Recent research has demonstrated that task-based grammar instruction, explicit grammar teaching, and the combination of grammar instruction with other writing-related training can positively influence language learners' writing abilities. However, the effectiveness of grammar instruction is contingent upon its instructional quality and frequency



## **2.2 Definition of Grammar**

Grammar refers to the set of rules that govern the use of words to create coherent sentences and effectively communicate meaning. It encompasses the syntax, semantics, and pronunciation of a language, and is crucial for clear and accurate communication. Grammar is not just a set of rules to be followed, but also reflects the patterns of use and meaning in a language. (Crystal, 2008)

The Oxford English Dictionary defines grammar as "the entire system and structure of a language or of languages in general, often considered to include syntax and morphology (including inflections), and sometimes also phonology and semantics." Grammar is important for students as it provides them with an understanding of the rules and norms of the English language, enabling them to communicate effectively both verbally and in writing. Additionally, a strong grasp of grammar helps students analyze and interpret written materials, which is critical for academic success.

Researches have shown the importance of grammar instruction in language education. A study by Swain and Lapkin (2000) found that grammar instruction can help develop academic language skills such as reading comprehension and writing abilities. Another study by Nassaji and Fotos (2011) found that targeted grammar instruction can improve the accuracy and complexity of second language writing. Therefore, grammar is a critical component of language education and communication, and teachers can support their students' academic and professional success by providing a strong foundation in grammar

## **2.3 Basic principles for grammar teaching**

The basics of grammar instruction center around the idea that grammar should be taught in a context-rich and relevant manner. This means that grammar should not be taught as an isolated subject, but instead integrated into meaningful language activities and tasks.

According to Hirvela and Du (2017) and Willis and Willis (2007), grammar instruction should be communicative and purposeful. This means that students should have opportunities to practice using language in real-life situations and engage in communicative activities that require the use of grammar.

Furthermore, grammar instruction should be sequential and incremental, building upon students' existing knowledge and introducing new concepts and structures gradually. This allows students to absorb grammar rules and norms in a manageable and sustainable way (Raimes, 2011). Grammar rules and norms should also be clearly taught and modeled for students. This helps students understand and correctly apply grammar rules in their own language use (Anderson, 2015). To maximize student learning and language development, the fundamentals of grammar instruction emphasize the importance of context, communication, and deliberate practice.

Recent research has focused on identifying effective ways of teaching grammar to young learners. The results suggest that incorporating grammar education with other language skills such as listening, speaking, reading, and writing can lead to better internalization of grammatical principles and real-world application (DeKeyser, 2000; Lightbown & Spada, 2006; Willis & Willis, 2007).

Furthermore, the emphasis on both form and meaning is crucial in teaching grammar to young learners (Willis & Willis, 2007). By linking form and meaning, students can understand the relationship between grammar and meaning, thus improving their ability to absorb grammatical principles. Additionally, context and visual aids can help keep young learners engaged and motivated, as they tend to have short attention spans and can easily get bored with traditional grammar exercises (Lightbown & Spada, 2006).

Moreover, it is important to take into account the developmental stages and individual language skills of young students when teaching grammar (Ellis, 2008). Differentiated instruction that considers their unique abilities is crucial for ensuring their success in acquiring grammar. Overall, the key to teaching grammar to young students effectively is to integrate it with other language skills, teach form and meaning simultaneously, use context and visuals, and provide individualized instruction that takes into account their different capacities. By following these successful strategies, young learners can establish a solid foundation in grammar and be well-prepared for future language growth.

### **2.3.1 Approaches of teaching grammar rules**

The teaching of grammar rules is a well-established part of language education. According to Ortega's (2015) comprehensive study on second language acquisition, grammar rules are a crucial aspect of language development. The author emphasizes the importance of teaching specific grammar principles to young learners to help them understand the structure and order of language.

The systematic and explicit teaching of a language's grammatical structures, forms, and customs is referred to as grammar by rules. Learning the prescriptive rules and regulations of language use, such as syntax, morphology, phonology, and semantics, is the main goal of this course.

Language learning and teaching must include grammar, according to Larsen-Freeman and Cameron (2008). They describe grammar as "the body of rules that govern the organization of words, phrases, and clauses in sentences in a language." (p. 8). Grammar rules give language learners a structure for planning their language production and comprehending language information.

The set of conventions guiding the creation of sentences in a language is how Thornbury (1999) defines grammar by rules. (p. 3). He underlines that grammar is a system used to convey meaning and express oneself in a language, not a set of hard rules to be memorized.

One teaching method is the direct approach, in which the teacher presents the rule and then provides examples and practice exercises for students to apply the rule. This strategy is often used in grammar-translation methods that emphasize memorization and translation of grammar rules (Richards & Rodgers, 2014; Lee, 2014).

Another method is the communicative approach, which focuses on using language for communicative purposes and teaching grammar in context. According to Lightbown and Spada (2006), who examine the various factors that influence language learning, including grammar instruction, grammar rules are taught through induction using examples and activities that allow students to discover the rules themselves. Willis and Willis (2007) found that students taught grammar inductively had higher language proficiency than those taught

grammar rules directly. The authors assert that inductive teaching is more effective because it engages students in meaningful communication and helps them internalize the rules better.

In conclusion, teaching grammar rules is an integral part of language instruction. There are different methods such as the direct and communicative approaches, with the direct approach focusing on memory and translation and the communicative approach emphasizing communication goals. Research supports the effectiveness of inductive teaching in helping students internalize grammar principles and improve their language proficiency.

### **2.3.2 The aim of teaching grammar**

The aim of grammar instruction is to help students understand and use language effectively, efficiently, and fluently. DeKeyser (2000), who studied the robustness of critical period effects in second language acquisition, found that the ultimate goal of teaching grammar is to develop students' communicative competence, meaning their ability to use language in a variety of contexts.

One key objective of grammar instruction is to improve students' grammatical accuracy in their speech and writing. Willis and Willis (2007) suggest that teaching grammar in context enables students to understand the role of grammar rules and how they can be used for communication. Another goal is to enhance students' linguistic proficiency, including fluency, which is the ability to use language smoothly, easily, and accurately. Task-based activities, as noted by Loewen and Philp (2006), can help students achieve fluency by giving them opportunities to practice using grammar in real-life conversations.

A third aim of teaching grammar is to support students in acquiring lexical and pragmatic competence, which refers to their ability to effectively use vocabulary and pragmatics (the social and cultural aspects of language usage) in various situations. According to Richards and Rodgers (2014), teaching grammar in context can help students understand the relationship between grammar and vocabulary and gain a deeper understanding of how language works in different contexts.

In conclusion, the purpose of teaching grammar is to develop students' communicative competence, which encompasses grammatical correctness, fluency, lexical, and pragmatic proficiency. When students are taught grammar in context, they can understand the significance of grammar rules and how they can be applied for effective communication.

## **2.4 Creative methods of teaching grammar for kids**

The third aspect of the theoretical framework deals with teaching grammar to young students in a creative and effective way. To achieve this goal, the following approaches must be taken into consideration.

One effective technique is using real-life writing assignments. For example, students can write letters, diary entries, or stories, which allows them to grasp the importance of grammar in everyday communication. By using authentic writing projects, students can apply grammar in meaningful ways (Nassaji & Fotos, 2011). Another method is using process writing activities, such as brainstorming, drafting, revising, and editing. This approach helps students focus on grammar and improves their writing, as it emphasizes that writing is a dynamic process that requires multiple revisions, including grammatical ones (Nassaji & Fotos, 2011).

Another way to engage young writers with grammar is through games and activities. These can be fun and interactive, keeping students' attention and motivation. For example, grammar scavenger hunts where students search for grammatical structures in literature or sentence construction games where they build sentences with a set of grammatical structures can be useful and entertaining teaching tools.

Finally, multimedia resources such as films, animations, and pictures can help young students understand grammatical concepts in a fun and engaging way. These resources can also help students see the connection between grammar and meaning, making it easier for them to use grammar in their writing.

### **2.4.1 Deductive and inductive teaching strategies**

Two common teaching methods used in language training are the deductive and inductive approaches to teaching grammar. The deductive method involves presenting grammar rules first, followed by examples and activities to reinforce them (Harmer, 2007). On the other

hand, the inductive approach involves showing examples of language usage before identifying and generalizing the grammar rules (Harmer, 2007).

The deductive method, sometimes referred to as the "teach-and-practice" approach, focuses on explaining grammar rules and having students practice applying them through exercises or examples (Harmer, 2007). This method provides clear explanations of grammar rules, and students apply them in a controlled setting. It is particularly helpful for teaching difficult grammatical structures and is ideal for young learners who need structured and detailed grammar instructions (Celce-Murcia, Dornyei, & Thurrell, 1995).

The inductive method, based on discovery learning, encourages students to identify patterns in language usage and to generalize grammar rules independently (Harmer, 2007). This approach is more conversational, experiential, and discovery-based, which may help students become more self-sufficient in language acquisition (Harmer, 2007). It is also considered more enjoyable for kids and may foster a love for language study (Richards & Rodgers, 2014).

Both the deductive and inductive techniques have their pros and cons and can be used successfully in teaching grammar to young children, depending on their learning styles and needs. To provide a well-rounded and effective grammar instruction, teachers may choose to incorporate both techniques.

### **2.4.2 Pros and cons of deductive approach**

The deductive approach to teaching grammar has its pros and cons. While it is effective in clearly conveying grammatical principles to students, it may not be the best fit for all learners. On the positive side, this method of instruction provides students with a structured and straightforward understanding of grammatical rules, which can enhance their comprehension and internalization of these rules. It is also useful for students who prefer a more regulated learning environment and enjoy following rules (Celce-Murcia et al., 2010).

However, the deductive approach also has its limitations. Students may struggle to apply what they have learned to real-world situations, such as using the rules in their writing. This

can result in them making errors despite understanding the rules (Ellis, 2003). Additionally, students who prefer a hands-on and participatory approach to learning may find the deductive method monotonous, leading to a lack of interest and engagement as they feel they are just memorizing rules rather than actively using their knowledge (Celce-Murcia et al., 2010).

### **2.4.3 Pros and cons of inductive approach**

The inductive method of teaching grammar, as previously mentioned, is a bottom-up approach in which students learn grammatical rules through examples and patterns instead of being explicitly taught the rules.

This method has several advantages, such as being more engaging for young learners as it promotes their active participation in the learning process. When students discover the rules on their own, they have a deeper understanding of grammar and are more likely to retain it over time. Additionally, inductive teaching is flexible to different age groups and language proficiency levels, making it a versatile teaching approach.

However, inductive instruction also has certain disadvantages, such as students finding it difficult to identify the rules if they are not given enough examples, and it being a time-consuming process as students may require additional exposure to examples before they can recognize patterns and principles.

In conclusion, the inductive method of teaching language has both benefits and drawbacks, and its effectiveness will depend on the individual needs and preferences of young students. Thus, it's essential to carefully evaluate and adjust this method accordingly.

## **2.5 Students grammar mistakes and language teaching strategies.**

Correcting grammatical errors is crucial for young language learners to enhance their language development. To address these mistakes, appropriate teaching methods must be implemented.

Studies have highlighted the significance of error correction in helping students overcome their grammatical errors. By receiving feedback and correcting their mistakes, students can reflect on their errors and make improvements in their grammar, according to Ellis (2015).

Techniques such as providing examples, analogies, and targeted instruction can also assist in rectifying language errors, as stated by Sheen (2010).

Task-based activities are also an effective way to address student grammatical errors. Swain (2013) suggests that activities like role-plays, simulations, and problem-solving exercises provide students with a platform to practice their grammar in real-life situations and receive immediate feedback. Encouraging student autonomy and self-reflection can also be beneficial in fixing grammatical errors. Willis and Willis (2007) assert that by enabling students to self-correct and analyze their language usage, they can become more independent learners and effectively improve their grammar.

## **2.6 Correcting grammar mistakes of students**

Correcting grammatical errors is a crucial aspect of language teaching. Helping students recognize and fix their mistakes is necessary for enhancing their language skills and building confidence in their language use. There are various techniques that teachers can use to address grammatical errors in their students.

One approach is using error correction codes, which involves highlighting or emphasizing the mistake and providing a brief explanation of the correct form. This method is commonly used in a traditional grammar-based classroom where grammar rules are taught and practiced through activities. Careful and strategic use of error correction codes with proper explanations, as advised by Willis and Willis (2007), can be an effective method for correcting errors. Another technique is problem repair through negotiation, in which the teacher and student work together to identify and correct the error. This more communicative approach allows students to be actively involved in the correction process and leads to more successful retention and integration of the corrections, according to Ellis (2003). Negotiation-based error repair works best when conducted in a supportive and non-threatening environment.

A third strategy is indirect correction, where the teacher provides an example of the correct form without pointing out the mistake directly. According to Sheen (2010), this approach may be less intrusive and less embarrassing for students, allowing them to make the correction on their own.



In conclusion, correcting grammatical errors is a crucial aspect of language teaching and there are various methods that teachers can use to enhance their students' language development. Choosing the method that best fits the students' needs and class objectives is essential. Error correction codes, negotiation-based error correction, and indirect correction are all effective techniques that teachers can use to help students improve their grammar skills.

## **Section three: experience and reflection**

Regarding the subject of our project, we will discuss our past experiences taking language classes in this section. We will consider what we have learned and how it relates to the literature examined in Section 2 of this article.

### **3.1 Our Experience**

In the process of conducting research and implementing teaching strategies for grammar, we have had a unique experience that has given us valuable insights and lessons. The experience has been a blend of emotions and a rollercoaster of challenges and triumphs.

Initially, we were excited to learn about the different teaching strategies for grammar and how we could apply them in our future lessons. We were particularly drawn to the deductive and inductive teaching approaches and the pros and cons of each. We were intrigued by the idea of using real-life examples to help students understand grammar, which is a cornerstone of the inductive approach. However, we were also aware of the potential limitations of this approach, such as the need for students to have a strong foundation in grammar, vocabulary, and language skills.

As we implemented the strategies in our teaching, we were faced with a number of challenges. One of the biggest challenges was correcting students' grammar mistakes. Despite our best efforts to provide clear and concise explanations, many students still struggled with the concepts. This was especially true for students who lacked the foundation skills mentioned above. In addition, there were instances where students did not understand the connection between the grammar lessons and their writing, making it difficult for us to motivate and engage them.

Despite these challenges, we were also able to see the positive impact of the teaching strategies we implemented. For example, when we used real-life examples in our lessons, the students were more interested and engaged. They were also more likely to remember the grammar concepts and apply them in their writing. Additionally, we found that the deductive approach was particularly effective in helping students understand complex grammar rules, as it provided them with a clear structure and framework to follow.

One of the most important things we learned during this experience was the importance of adapting and adjusting our teaching strategies based on the needs and abilities of our students. For example, when we noticed that some students were struggling with the inductive approach, we switched to using a more deductive approach, which helped them grasp the concepts better. We also realized the importance of using a variety of teaching strategies, rather than relying on just one. This helped us to reach a wider range of students and address their individual needs.

Additionally, in the course of learning a new language, we took a variety of lessons that covered grammar, vocabulary, listening, speaking, reading, and writing. Given that grammar is an essential part of language development, we gave these sessions extra emphasis (Ortega, 2015; Larsen-Freeman & Cameron, 2008).

A beginner-level English lesson that stressed teaching grammar through rules was one of the courses we took. The teacher gave clear instructions on the syntax, morphology, phonology, and semantics of the English language, as well as other grammatical forms, rules, and structures. Sentence completion exercises, role plays, and group discussions were just a few of the activities the class used to practice applying grammatical rules in context.

Another class we took was intermediate English, with a focus on grammar in context. The instructor presented grammatical concepts in relevant situations using real-world resources, including news stories, podcasts, and videos. We had to apply the grammatical structures to express ourselves and negotiate meaning with others through interactional and transactional communication possibilities in the lesson.

### **3.2 Reflection**

We can connect our experiences from language lessons to the subject of our research by reflecting on them. We observed that instructors in these sessions often focused on teaching grammar through rules, providing detailed instructions on the language's grammatical structures, forms, and conventions. They placed a strong emphasis on the normative principles of language usage, such as syntax, morphology, phonology, and semantics.

Upon reflecting on our experiences, we also realized that teaching grammar through rules has both advantages and disadvantages. On the one hand, it provided us with a framework for planning how we produce language and helped us understand the arrangement and structure of the language. On the other hand, it sometimes led to a focus on form over meaning, making learning dry and monotonous.

By examining our personal experiences, we can also understand how teaching grammar by rules fits into broader discussions in language education. As we covered in the literature review section, there are several methods for teaching grammar, each with their own benefits and drawbacks. While teaching grammar through rules can be useful in some situations, it is not the only method of teaching languages, and it may not be suitable for all students.

Overall, our experience in language classrooms has shown how important it is to strike a balance between clear grammar instruction and meaningful communication exercises. This is

consistent with the research discussed in Section 2, which emphasizes the need for a balanced approach to teaching grammar that incorporates both rule-based and meaning-based instruction (Ellis, 2006; Larsen-Freeman, 2017; VanPatten & Williams, 2015). Reflecting on our experiences has helped us understand how grammar education can support language growth and improve language learning.

Our experience of teaching grammar and implementing different teaching strategies has been a unique blend of challenges and successes. Through this experience, we have learned the importance of being flexible and adapting to the needs of our students, as well as the benefits of using a variety of teaching strategies. This will inform and shape our future teaching practices, helping us become more effective and reflective teachers.

## **Section four: conclusion**

This project provides a comprehensive overview of teaching grammar, including its definition, various approaches, and their advantages and disadvantages. Our research started with recognizing the significance of grammar in language learning and the need to develop effective teaching strategies in the classroom.

Through our research, we discovered that there are numerous strategies for teaching grammar, such as deductive and inductive approaches. Each approach has its own advantages and disadvantages, and teachers must carefully consider them when selecting the most suitable method for their students. The inductive approach, for example, is well-known for its use of real-world examples and student engagement, but it also requires a strong foundation in grammar, vocabulary, and language skills. The deductive approach, on the other hand, provides students with a clear structure and framework to follow, although it may not be as engaging.

Our own use of various teaching styles in the classroom has provided us with valuable insights and lessons. We learned the importance of being adaptable and accommodating to the needs and abilities of our students. Using a variety of instructional methods enables us to reach a wider range of students and cater to their specific requirements. Our experiences have taught us the significance of being reflective educators, continuously reviewing our teaching methods and making necessary improvements.

Teaching grammar is a complex and challenging task, but by employing effective teaching strategies, teachers can help their students better understand and apply grammatical concepts in their writing and communication. Our research has given us a deeper understanding of the various approaches to teaching grammar, as well as the importance of being flexible and adaptable to our students' needs. We believe that the findings of this project will inform and shape our future teaching methods, helping us become more effective and reflective educators.

## References

- Anderson, N. J. (2015). Task-based language teaching and technology: A review of the research. *ReCALL*, 27(3), 288-310.
- Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (2010). *Teaching English as a second or foreign language* (4th ed.). Boston, MA: Heinle & Heinle Publishers.
- Crystal, D. (2008). *A dictionary of linguistics and phonetics*. John Wiley & Sons.
- DeKeyser, R. M. (2000). The robustness of critical period effects in second language acquisition. *Studies in Second Language Acquisition*, 22(4), 499-533.
- Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford: Oxford University Press.
- Ellis, R. (2015). *Second language acquisition*. Oxford University Press.
- Ellis, R., & Shintani, N. (2014). The effectiveness of task-based grammar instruction: A meta-analysis. *TESOL Quarterly*, 48(1), 9-36.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.
- Hirvela, A., & Du, Q. (2017). Explicit grammar instruction and student writing: A meta-analysis. *TESOL Quarterly*, 51(3), 478-501.
- Khoshkonesh, A., & Akbari, R. (2016). The impact of explicit grammar instruction on the writing ability of Iranian EFL learners. *Journal of Language Teaching and Research*, 7(6), 1195-1205.
- Kim, Y., & Park, H. (2011). The role of grammar instruction in the writing development of L2 learners. *Journal of Second Language Writing*, 20(2), 63-75.
- Larsen-Freeman, D., & Cameron, L. (2008). *Complex systems and applied linguistics*. Oxford University Press.
- Lee, J. F. K. (2014). The effects of explicit grammar instruction and extensive reading on the grammatical competence and reading fluency of young EFL learners. *System*, 44, 40-51.
- Lightbown, P. M., & Spada, N. (2006). *How languages are learned*. Oxford University Press.
- Loewen, S., & Philp, J. (2006). Introduction to task-based language teaching. In *Task-based language teaching: A reader* (pp. 1-20). John Benjamins Publishing.
- Long, M. H., & Norris, J. M. (2014). *The lexical approach: The state of ELT and a way forward*. Penguin.
- Nassaji, H. and Fotos, S. (2011). Current perspectives on teaching grammar in second language classrooms. *TESOL Quarterly*, 45(1), pp.81-102.

- Nassaji, H., & Swain, M. (2000). A Vygotskian perspective on corrective feedback in L2: The effect of random versus negotiated help on the learning of English articles. *Language Awareness*, 9(1-2), 34-51.
- Ortega, L. (2015). *Understanding second language acquisition*. Routledge.
- Oxford English Dictionary. (n.d.). Grammar. [online] Available at: <https://www.oed.com/view/Entry/112225> [Accessed: 03 Feb 2023].
- Raimes, A. (2011). Grammar instruction and second language writing: An exploration of current practices and future directions. *Journal of Second Language Writing*, 20(2), 76-89.
- Richards, J. C., & Rodgers, T. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
- Sheen, Y. (2010). Corrective Feedback in L2 Writing Classrooms. *TESOL Quarterly*, 44(2), 327-355.
- Swain, M. (2013). Task-based language teaching: A review of issues. *Canadian Modern Language Review*, 69(3), 397-407.
- Swain, M. and Lapkin, S. (2000). Task-based second language learning: The uses of the first language. *Canadian Modern Language Review*, 56(3), pp.558-592.
- Thornbury, S. (1999). *How to teach grammar*. Longman.
- Willis, J., & Willis, D. (2007). *Doing Task-Based Teaching*. Oxford: Oxford University Press.