

## PRACTICE AND ASSESSMENT OF TEACHING GRAMMAR

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**Annotation:** *This article reveals much data about practices and assessment of teaching grammatical rules in English with the latest language teaching methods and techniques.*

**Key Words:** *EFL, English, language teaching, evaluation, visual aids.*

### INTRODUCTION

Grammar has always been central to EFL classrooms, but the ways in which its teaching has been assessed have varied considerably. Hall argues that changing teaching methods reflect the zeitgeist and contemporary ideas, such as social values and interests in linguistics, so they are context dependent. Not only the teaching and assessment of grammar, but also language teaching in general has undergone changes. Teaching methods refer to everything teachers do to help their students learn [1]. More specifically, these methods depend on what current views are about language and its role, as well as the purpose of teaching and assessment, such as being grammatically correct or being able to communicate fluently. has changed. In addition to the factors mentioned above, the role of the student in the language learning process also influenced the changes. Changes like pendulum swings due to various changes in grammar assessment and teaching. These changes can be divided into three categories. The first focuses on grammar, the second focuses more on communication and meaning assessment, and the last combines the two. For centuries, the teaching and assessment of grammar has been taught in a very traditional way, focusing on the written form of the language and viewing grammar as a set of rules. By knowing these rules, one could also know the language. This method of teaching is called grammar-translation method and it is still very popular among teachers all over the world. From the name of grammar-translation method, it can be concluded that translation is considered as one of the best methods of language learning and assessment. It is also called the classical method because it was first used in Latin and Greek classes, both considered classical languages. The instruction in these types of lessons is usually clear, meaning that teachers provide verbal explanations of grammar rules and the teaching is focused on higher form. Assessing concrete knowledge, such as the ability to verbalize a rule or usage description, often using grammatical meta-language. GTM requires language learners to pay special attention to the evaluation of grammatical

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elements. This method has been criticized for not developing students' communicative skills and for focusing too much on the written form of the language. Moreover, the method was based on the assumption that language can be learned only by following the teaching method.

The use of human imagination was also very limited. Learning a second language often leaves students completely unaware of how the language can be used in everyday conversation. Since the grammar-translation method did not prepare students to communicate, a change in teaching methods was expected. The next popular method was called the direct method. The biggest difference between these two methods is the use of the students' first language, as no translation is allowed at all in the direct method. In fact, the Direct method takes its name from the direct use of the language of instruction through the use of visual and visual aids, without reference to the native language of the students. There was a belief that foreign languages can be learned in the same way as native languages, so neither the teacher nor the students were allowed to use the students' first language in class, or even ask questions or give explanations. The teacher answered their questions by drawing pictures or giving more examples to help them understand, focusing on oral production and inductive learning. In the twentieth century, the focus shifted from writing to speaking, as the need to speak foreign languages increased during World War II. The oral approach popular at the time was called the audiolingual method. This method was influenced by the belief that one should spend hours and hours repeating oral exercises in order to use the language fluently. In other words, language learning is a matter of habit formation, and behaviorists in particular agreed with this view. The patterns were memorized and imitated so much that students knew them by heart. Assessing by imitating the teacher and replaying tape recordings was essential for acquiring correct pronunciation and creating systematic patterns, but this could be very debilitating for language learners. In audiolingual assessment, the student is understood as a passive recipient of the program, whose intervention seriously interferes with the desired automatic response.

## I. METHODS

Assessing tacit knowledge of grammar as demonstrated by students' actual production of communicative speaking or writing does not imply an ability to explain basic rules. Assessment by drilling individual elements of grammar can only lead to successful results in young learners, it does not develop the language skills of older learners. In the early 1960s, American philosopher and linguist Noam Chomsky opposed the formation of habit. He believed that language learning required the use of one's own thinking to understand basic grammatical rules, and this new idea about the importance of the learner in the learning process actually caused a change in teaching methods [2]. In other words, the

teacher-centered nature of the audiolingual approach was a problem, so the main teaching methods began to change again. Students were encouraged to be self-reliant and teaching was more student-centered. The teacher speaks, but only when necessary. Otherwise, the teacher gets out of the way, so the students get practice using the language. This approach is called the silent way, and it is one of the humanistic approaches to language teaching and assessment that emerged as a response to the scientific nature of earlier methods. Humanistic language teaching and assessment view teachers not as teachers who 'deliver' knowledge to students, but as facilitators or facilitators who help students discover themselves. Another humanistic teaching method is Total Physical Response (TPR), which links learning to action. The main idea of this method is that languages can be learned and evaluated through commands and physical actions, and the basic idea "the focus is on building comprehension skills, so it works especially well with young students. All of the methods mentioned above are actually not that different from each other. Although they have different opinions about the best ways to learn a language both, they are all grammar-based approaches that focus on learning and evaluating the structure of the target language. People are beginning to question whether just having linguistic competence is enough, because students seemed to have greater difficulty using language elsewhere than in the classroom. Although the goal was successful communication in the target language, the means of achieving the goal were not very effective. This led to the emergence of communication-based approaches. The pendulum in assessment and instruction has begun to shift more from a focus on form to a focus on meaning. The next approach was called communicative language teaching, which emerged around the 1970s when language learners were viewed as individuals with their own communication needs. Thus, the goal of communicative language teaching and assessment was to encourage students to use language appropriately in real-life situations outside the classroom. In the classroom, they practiced certain functions, such as making service appointments, politely declining invitations, and asking for directions. All these functions or tasks were carried out with a communicative intention, and therefore students used a lot of the target language during the lesson and usually worked in small groups. The assignment materials in CLT classes are as authentic as possible, and Larsen-Freeman emphasizes that students should be given the opportunity to develop strategies for understanding the target language and practice it in real life.

## II. RESULTS

The interactive and engaging teaching and assessment method is well suited to the communicative style favored at the time. It is a purely communicative approach, relying on natural authentic communication and not involving grammar



in any way. Two other approaches that emphasize meaning and communication are constructivism and dialogic language teaching and assessment. Dialogism or dialogic language teaching and assessment emphasizes verbal interaction and student participation in the learning process and favors the type of communication that promotes higher cognitive functions in students. A key principle of constructivism in language learning and teaching is also learner-centeredness. Students have called these changes in teaching methodology the pendulum swings, and I think it best describes the way we view and evaluate grammar today.

### III. DISCUSSION

In recent years, other related concepts have been introduced to emphasize the need to focus on grammatical structures. Most of the early debates about language teaching have now been resolved; however, others continue to create discussion. For example, most language teachers today do not expect their students to devote much time to describing and analyzing language systems, translating texts, or learning a language just to access its literature. Rather, they want their students to learn the language for some communicative purpose. In other words, the main goal of language learning today is to develop communicative competence, or the ability to communicate effectively and spontaneously in real-life situations.

Today, language teachers do not deny that grammatical competence is an integral part of communicative language ability, but many insist that grammar should be considered as an indispensable resource for effective communication and not an object of learning, except in special cases. . In many assessment contexts today, knowledge of grammar can be derived from the ability to use grammar correctly in reading, writing, listening or speaking – a practice based on the assumption that all instances of language use require the same fundamental working knowledge. lack of grammar and grammatical knowledge can seriously limit what is understood or produced in communication. Over the years, language teachers have defined and evaluated grammatical knowledge in different ways as understandings of what it means to "know" the grammar of a language have evolved and teaching practices have changed. During the pre-study interview, the Methodists expressed the opinion that assessment of grammar teaching should be combined with speaking and writing. listening and reading. Indeed, this was observed in the adjective clause lessons, where students actively discussed and wrote descriptions of the adjective clause instead of receiving specific instruction.

### IV. CONCLUSION

The interactive whiteboard can also be used for grammar teaching practice and assessment. Teachers can create quizzes and assessments that can be completed by students directly on the board, giving students instant feedback. In addition, the interactive whiteboard can be used for group activities and



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assignments, allowing students to work together to practice grammar skills. Teachers can also use commenting tools to correct students' writing mistakes or provide feedback on their work. Overall, interactive whiteboards provide a number of opportunities for teachers to assess and practice their students' grammar skills in a fun and engaging way.

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