



GRAMMAR IN LANGUAGE LEARNING: FROM KNOWLEDGE TO SKILL

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Abstract: *This article examines the fundamental importance of grammar in foreign language learning, as well as the differences in its application across speaking, communication, and written forms. It also discusses effective approaches for language learners.*

The study analyzes how grammar can be learned through modern technological tools and pedagogical methods, and how theoretical knowledge can be transformed into practical skills. The stages through which learners develop the ability to use grammatical rules accurately and fluently in real communication are also explored.

In addition, the article highlights communicative approaches to teaching grammar, the use of contextualized exercises, and text-based instructional methods. Furthermore, it identifies the challenges that language learners may encounter in the process of acquiring a foreign language and provides practical recommendations for overcoming these difficulties.

Keywords: *skill, aspect, language learners, scaffolding, AI, communicative competence, written language, feedback,*

INTRODUCTION

When we hear the word grammar, our minds often immediately recall the period of learning a language, something deeply embedded in almost every individual's experience. Tenses, adjectives, sentence structures, and affixes are often perceived by learners as difficult topics or even as elements that have little importance in actual language use. Why is this the case? Is grammar truly a complex and burdensome aspect of language learning, or merely a source of difficulty?

In fact, grammar is an inseparable component of language and represents its

fundamental foundation. It provides learners with an understanding of the linguistic structures and systems of a language. However, many language learners struggle to effectively apply their grammatical knowledge in real communication, which often results in significant errors in language use.

Why is grammar important?

Grammar serves as the core framework of a language, enabling learners to develop essential language skills. It plays a crucial role in the development of speaking, writing, listening, and reading skills. For this reason, modern teaching methodologies



often introduce grammar as a distinct component and later integrate it into overall language use.

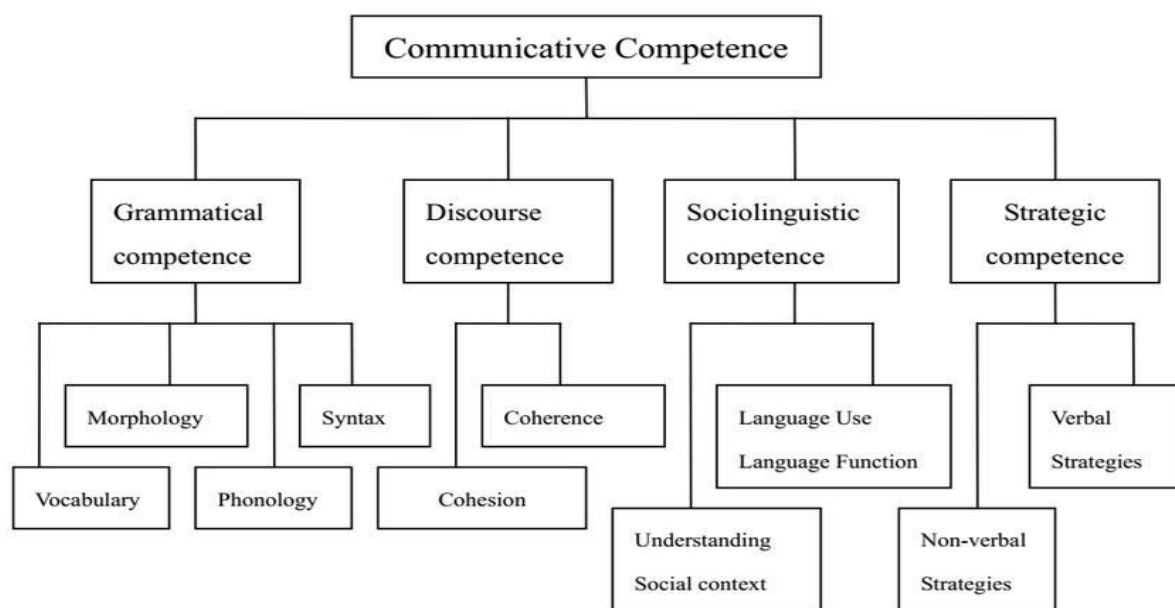
Without grammar, it would be difficult for learners to express their ideas clearly or construct meaningful sentences. Every language skill is closely interconnected with grammar. Although many learners study grammar as a set of rules, these rules are not always effectively transferred into practice or used productively.

Grammar: The Difference Between Knowledge and Skill

Grammar can be viewed both as a linguistic system (knowledge) and as a skill. Learners first acquire grammar as theoretical knowledge and then apply it in practice as a skill. The American linguist Larsen-Freeman (2003) argues that grammar should not be seen as a set of static rules, but rather as “grammaring,” a dynamic process of using language actively. This perspective supports the interpretation of grammar as a skill rather than merely knowledge.

If grammar remains only a set of memorized rules without being actively used, meaningful progress in language learning cannot be achieved. For example, a learner may study verb tenses but still struggle to use them correctly and meaningfully in communication. A learner might understand the rules of the Present Perfect Simple tense, yet be unable to apply it effectively in real-life interaction. When asked about this tense, the learner may demonstrate sufficient theoretical knowledge, but fails to use it appropriately in context.

To improve fluency and accuracy in spoken communication, grammatical competence is essential. In the field of foreign language teaching, linguists Canale and Swain (1980), who developed a model of communicative competence, emphasized that grammar is not merely a system of rules but a fundamental component of communicative competence.



Research Methodology

A mixed-methods approach was employed to investigate the process through which grammatical knowledge is transformed into practical skills among learners of a foreign language (English). The main participants of the study were 15 university students with B1–B2 proficiency levels who possessed foundational theoretical knowledge of grammar.

The following research instruments were used during the study:

- Grammar tests
- Oral communication tasks in English
- Written assignments

Data were collected during classroom sessions, where lessons were deliberately designed to emphasize grammar-focused content. Participants completed grammar-based tests, engaged in discussions on specific topics in English, and were assigned written tasks

to evaluate their practical use of grammatical knowledge.

Research Results

The findings revealed that although students possessed theoretical knowledge of grammatical structures, they made a considerable number of serious errors in practical tests and written assignments. The tests mainly focused on verb tenses. The results showed that students struggled particularly with distinguishing between tenses and applying them appropriately in context.

Moreover, in oral tasks, nearly half of the participants used tenses incorrectly or inconsistently. This indicates a clear gap between grammatical knowledge and its practical application.

Discussion

Based on the findings, a significant gap between grammatical knowledge and practical skills was identified. Most language learners experience difficulties



not in understanding rules, but in applying them in real communication. This suggests that the transition from knowledge to skill is not effectively achieved.

In many educational contexts, grammar instruction tends to focus heavily on memorization and test-solving. As a result, learners often perceive grammar as a theoretical subject rather than a communicative tool. This limits their ability to use grammar accurately and fluently in real-life situations.

Practical Implications

Based on the results, several approaches are recommended to improve grammar teaching practices.

First, lessons should not rely solely on theoretical explanations; instead, grammar should be taught through real-life contexts. Activities such as role plays, dialogues, and discussions can significantly enhance practical usage.

Second, communicative approaches should be widely implemented, as they help develop all language skills simultaneously. Classroom instruction should include more practical activities, such as writing tasks, free speaking exercises, and group work.

In addition, in today's technologically advanced environment, students can enhance their grammatical competence through AI tools and modern pedagogical methods. Artificial intelligence serves as an effective tool for supporting independent learning due to several advantages:

- **Immediate feedback:** Errors in written and spoken tasks are identified instantly

- **Adaptive learning:** Focuses on learners' weaknesses and provides targeted practice

- **Interactive experience:** Chatbots and conversational platforms allow learners to practice sentence formation and improve accuracy

The integration of AI tools can be supported by Krashen's (1982) theory, which emphasizes the importance of comprehensible input and a low affective filter in language acquisition. Psychological factors such as stress and fear of making mistakes often prevent learners from using grammar effectively. AI tools help reduce these barriers by providing a low-pressure learning environment where learners can practice without social anxiety.

Furthermore, self-regulated learning enables students to set goals, monitor their progress, and reflect on their errors.

Pedagogical approaches such as scaffolding, task-based learning, and blended learning, when combined with AI, can gradually support learners in independently using grammar. Vygotsky's (1978) Zone of Proximal Development provides a theoretical foundation for scaffolding. With guided support, learners can progressively master complex grammatical structures and eventually use them independently. For example, an AI system may first provide explanations, then guided practice, and finally encourage independent speaking



and writing. This process effectively transforms grammatical knowledge into skill.

CONCLUSION

Grammar in language learning should be viewed from two perspectives: as knowledge (a linguistic system) and as a skill (practical ability). Effective learning requires not only memorizing rules but also developing the ability to apply them in real-life contexts.

Through the integration of AI and pedagogical approaches such as scaffolding, task-based learning, and blended learning, learners can develop the ability to use grammar independently and effectively. Thus, the transition from grammatical knowledge to practical skill plays a crucial role in making language learners more confident and successful.

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