



## THE USE OF SOURCES IN TEACHING GRAMMAR FOR NON-LINGUISTIC FACULTIES

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**Abstract:** *Teaching grammar in non-linguistic faculties presents unique challenges, as students often prioritize subject-specific knowledge over language proficiency. However, effective grammar instruction is crucial for developing clear communication, academic writing, and professional competency. This article explores strategies for teaching grammar to students in non-linguistic disciplines, emphasizing contextualized learning, practical applications, and integrative methodologies that align with their field-specific needs. The role of technology, task-based learning, interdisciplinary approaches, and renowned grammar resources in enhancing grammar instruction is also discussed.*

**Keywords:** *grammar instruction, non-linguistic faculties, contextualized learning, task-based learning, interdisciplinary approach, academic writing, grammar resources*

Grammar instruction for students in non-linguistic faculties requires a tailored approach that considers their academic and professional demands. Unlike language majors, these students often view grammar as a secondary skill, yet its mastery is essential for effective communication, professional documentation, and academic success. Therefore, educators must adopt methodologies that integrate grammar instruction into subject-specific contexts rather than presenting it as an isolated



component [1]. One effective strategy is contextualized learning, where grammar is taught through authentic texts and tasks relevant to students' fields of study. For example, engineering students may analyze technical reports, while business students work with corporate emails and proposals. This approach helps learners see the practical value of grammar, increasing motivation and retention. Additionally, incorporating real-world scenarios allows students to develop linguistic accuracy in their professional discourse [2].

Task-based learning (TBL) is another valuable approach to teaching grammar in non-linguistic faculties. TBL encourages students to engage in meaningful activities that require correct grammatical structures in practical applications. Case studies, presentations, and collaborative projects provide opportunities for students to apply grammatical rules naturally while focusing on their subject matter. This method not only enhances grammatical competence but also improves critical thinking and problem-solving skills [3]. Technology plays a significant role in modern grammar instruction, offering interactive tools that cater to diverse learning styles. Online grammar checkers, AI-driven writing assistants, and adaptive learning platforms provide immediate feedback, helping students refine their grammatical accuracy in real time. Additionally, digital simulations and e-learning modules can be customized to align with specific disciplines, making grammar instruction more relevant and engaging [4].

Interdisciplinary approaches further enhance grammar teaching by collaborating with subject-matter experts. Joint projects between language instructors and faculty members from other disciplines create an integrated learning experience where students simultaneously develop grammar skills and subject-specific knowledge. For instance, medical students can practice writing patient case reports while focusing on medical terminology and grammatical accuracy. Such collaborations reinforce the idea that grammar is not an isolated subject but an essential tool for professional and academic success [5].



Using well-structured grammar resources can further support instruction. Books such as Raymond Murphy's "English Grammar in Use," the "Grammarway" series, and "Destination" by Malcolm Mann and Steve Taylore-Knowles provide comprehensive explanations and practice exercises suitable for learners at different levels. These resources offer a systematic approach to grammar acquisition and can be adapted to suit the needs of students in non-linguistic faculties. By incorporating structured exercises from such books into coursework, educators can help students reinforce their understanding through clear explanations, contextual examples, and targeted practice [6]. Despite the advantages of these methodologies, challenges remain in grammar instruction for non-linguistic faculties. Time constraints, students' varying language proficiency levels, and resistance to grammar-focused activities can hinder effectiveness. To address these issues, educators should prioritize a learner-centered approach, emphasizing active engagement, scaffolded instruction, and continuous assessment. Providing targeted feedback and encouraging self-correction also fosters independent language learning [7].

In conclusion, teaching grammar in non-linguistic faculties requires a strategic, interdisciplinary, and context-driven approach. By integrating grammar instruction into relevant academic and professional contexts, leveraging technology, utilizing well-structured grammar resources, and adopting task-based methodologies, educators can enhance students' grammatical competence and communication skills. Future research should explore the long-term impact of these approaches on students' academic and professional success, ensuring that grammar instruction remains both practical and effective in diverse educational settings.

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