QUALIFICATION PAPER

THEME: Using techniques in teaching grammar in context

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Abstract

There are different approaches in teaching Grammar. Teaching grammar is notably successful in some countries and in unsuccessful in others. The main purpose of the current study was to prove the advantages of using techniques in developing proficiency in teaching grammar in context. This qualification paper contains three main chapters: Theoretical Part, Procedures and Process, Results and Discussion. For her subjects, the researcher chose fifteen students (eleven females and four males) at the First English Faculty Department at the University of World Languages. The subjects were at the intermediate and upper-intermediate level and ranged in age from 18 to 22. During the course of the experiment the participants had a pre- and post-tests and filled the post-questionnaire along with feedbacks. As her measures, the researcher used a questionnaire. The results revealed that used various techniques in grammar lessons facilitated the process of the acquisition of the target language. From the results, it appears that using techniques in teaching grammar in context is very advantageous in teacher development.

Statement of intent

When people communicate, through written or oral language, they usually do not think about the grammatical aspect of communication. The purpose of communication is to convey information. Depending on the situation, the grammar used may not even be considered Standard English; we all make mistakes. Therefore, the job of correcting the grammar errors and teaching the rules has been passed on to teachers. With this job, the controversies of how to teach grammar soon follow, debating traditional and non-traditional methods of instruction. At the end of the day, everyone agrees that grammar should be taught, but the method that should be used sparks unrest between educators—the struggle of teaching grammar out of isolation begins.

One day, when I was teaching my roommate, a group of students came to me in order to be taught four skills plus grammar of English. At the beginning, I considered that they had acquired the grammar structures well; that is to say, when it came to utilize them in their speech. Firstly, they were confused to make a conversation. Secondly, a plenty of mistakes were made in their speech. The real point is that some questions arose after wards: how can I make them to use grammar properly in speaking skills, what methods will assist me to teach them appropriately. As a result, I have chosen the topic "teaching grammar in context for pre-intermediate learners. I have planned to comprehend theories of grammar firstly. Secondly, during my practicum I am going to do some experiments, so as to reach the solution.

To move past the grammar instruction controversies, which have been going on for decades, teachers need to keep several key aspects about

teaching and learning in mind. Teaching grammar can be difficult; therefore, understanding how learners learn best, along with their motivation and drive is necessary for a successful classroom community. Members of the community who constructively accept each other's strengths and needs are the most likely to succeed. Providing activities that are authentic and meaningful can also lessen the burden. Finally, using assessments that are useful to drive instruction will create opportunities for learners to learn to their fullest potential. Tweaking the methods that do not work can make a huge difference in the classroom.

I. Literature review

1.1 What is Grammar?

In the Oxford Dictionary ''grammar'' is defined as:

- the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics
- a particular analysis of the system and structure of language or of a specific language

In addition to this, the Cambridge Advanced Learner's Dictionary provides more explicit and simple definition as follow:

- (The study or use of) the rules about how words change their form and combine with other words to make sentences.

Thornbury's (1999) study found following:

> Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a language's sentences are formed. (p1)

Ur (1995) demonstrated that as to establish a longer unit of meaning grammar was clarified as the way a language manipulates and forms words.

Moreover, Harmer (1997) identifies that:

" Grammar, then, is the way in which words change themselves and group together to make sentences. The grammar of a language is what happens to words when they become plural or negative, or that word order is used when we make one sentence" (p1).

Above examples prove that grammar is one of the vehicle for learners to master the target language and apply a set of rules, which govern how units of meaning may be constructed in any language to express their ideas.

1.2. The role of grammar in language teaching

As Krahnke (1985, p598) defines that grammar plays a significant role in language teaching and showing them what it is. Moreover, Ur(1995) suggests that "there is no doubt that a knowledge – implicit or explicit – of grammatical rules is essential for the mastery of a language." By supporting this idea, Nunan clarifies the crucial role of grammar in learning another language as a building a wall. He suggests a linear approach to language learning in which learner acquire one grammatical item first, then moves to digest other structures like putting a brick on foundation step-by-step in the correct order: first the "word bricks", and then the "sentence bricks" in order not to collapse the grammatical wall. In line with, Krashen (1981) argued that being lack of limitless value, grammar instruction did not play an important role in acquisition, which learners would mechanically carry on along their "built-in" syllabus as long as they could have access to comprehensible input as well as sufficiently motivation in, owing to communicative competence dependent on acquisition.

However, Thornbury (2003) precisely states 7 arguments for putting grammar in the foreground in L2 teaching. They are as follows:

1. The sentence-machine argument in which a learner could generate prospectively vast original sentences by means of obtaining grammar regularities that provides potentially limitless "linguistic creativity".

2. The fine tuning argument in which grammar take part in as a corrector in teaching second language in order to prevent confusion that is occurred by errors to a reader or a listener.

3. The fossilization argument. Highly motivated students are supposed to fossilize without formal grammar if they set a goal to achieve proficiency level.

4. The advance-organiser argument. A researcher Schmidt has discovered grammar as a kind of advance-organiser for his proficiently acquisition of Portuguese. Firstly, he attended the formal classes in order to be taught some grammatical items of Portuguese. During travel in Brazil afterwards, he realized that the background knowledge of Brazilian grammar probably aided him to make progress in his second language learning.

5. The discrete item argument. Organized categories (sometimes called discrete items) of any language presents an chance to get an apparent digestible picture of the language for both teachers and learners who are worried a thought of the language as a gigantic and enormous mass which is not ending and challengeable.

6. The rule-of-law argument. Grammar, which is a system of set of rules, order and discipline, is a structured syllabus in education as a transmission that knowledge who knows could be conveyed to whom don't know. It can be taught and tested in methodical steps.

7. The learner expectations argument. Most learners expectations are based on background experience of language learning; therefore, they

are believed to assure themselves to get efficient and systematic learning experience by learning grammar.

On the other hand, there have been made other cases against the arguments that have been marshaled in favour of grammar teaching. They are as follows:

1. The knowledge-how argument in which Thornbury argues that only learning grammar rules is not adequate to conserve in the target language. The leaner can gain this goal by way of experimental learning that the ESL student learner by doing not studying it like riding a bike by doing it.

2. The communication argument in which in order to communicate liberally by acquiring grammar virtually and instinctively, the learner should learn to commune by communicating via 'Communicative Approach'.

3. The acquisition argument. According to Krashen(2003), acquisition occurs naturally in which 'the learner is exposed to the right input in a stress free environment so that innate learning capacities are triggered (cited Thornbury,2003.p19). Moreover, his rejection of the formal study of grammar is supported by his 'Natural Approach'.

4. The natural order argument. Chomsky clarified the Krashen's acquisition hypothesis by proving that there is a natural order of acquisition of grammatical items, irrespective of the order in which they are taught.

5. The lexical chunks argument.

Excuse me? ; What on earth? ; here you are as chunks of language that are the retention of whole phrases, idioms, social formulae as well as larger than words on the contrary less than sentences seem to play an important

role learning first language acquisition; therefore, it has been argued that young learners pick up the language my many of the expressions. It is suggested that in second language acquisition, item-learning is involved in rather than rule-learning.

6. The learner expectations argument. Some ESL students demand grammar rules for gaining knowledge of the target language. On the other hand, learners who have already acquired grammatical items desire to speak in the target language because a set of grammar rules seems to be demotivating and unexciting. Even though the learners are taught grammar intensively along with knowing the rules perfectly, they are incapable of applying them in their own use of the language (cited in European Commission, 2006).

Ellis (2006) maintains that a number of designed empirical studies; for instance, the comparison 'the order of acquisition of instructed and naturalistic learners (e.g., Pica, 1983)', the contrast 'the success of instructed and naturalistic learners (Long, 1983) and examine whether attempts to teach specific grammatical structures resulted in their acquisition (e.g., White, Spada, Lightbown, & Ranta, 1991)'(p85). These investigations showed that the acquisition order was equal to instructed and naturalistic learners in which grammatical competence was gained in superior levels by instructed learners in comparison with naturalistic learners; conversely, 'instruction was no guarantee that the learners would acquire what they had been taught (p85)'. Consequently, the results demonstrated that although the acquisitional process of instructed and naturalistic learners was the equivalent, the instructed learners presented a rapid progress and obtained higher levels of proficiency. As a result, some researchers came to conclusion that compatibly the natural process of

acquisition had to be taught in order to make teaching grammar more efficient and fruitful.

On the contrary, Hammer (1997) emphasizes that the beginner-level students are likely to be involved in studying a quite a lot of grammar rules, structures and practice due to the reason of getting them to practice and apply the target language as much as possible, whereas they are supposed to have less liberally activities to communicate. "As the students learn more, however, the balance would change, and at intermediate levels the students would be involved in more communicative activities and would have less grammar teaching. The teaching of grammar at this stage, however, would probably be more overt (teaching grammatical rules are openly presented to the students (Harmer, 1997)) and as students get more advanced they can actively study grammar in more overt ways" (p7). In addition, he concludes that "at any level, though, we would expect students to be faced at various points with input that is above their own language ability. This would only help students to acquire language subconsciously, but it could also preview language that will later form the basis for grammar teaching" (p7).

1.3. Why should we teach grammar in context?

'Language is context sensitive' (2003, p69). By this sentence Thornbury(2003) explicates that a single word or phrase is realized through the context, otherwise it may create an ambiguity for the learners that they can have obscurity for discovering the intended meaning of the word or phrase. Furthermore, Nunan (1998) emphasizes that in most textbooks are presented sentences out of context, the reason is that the ESL student are expected to acquire the formal grammar through doing the exercises as opposed to the exploration grammatical rules in the context on their own.

This process can improve their communication skills. As Hadley (1993) remarked, "second language programs should provide students with ample opportunities to (1) learn language in context and (2) apply their knowledge to coping with authentic language-use situations" (p125).

Hammer(1991) points out that 'The teacher's chief task when teaching grammar is to show the students what the language means and how it is used; and must also show them what the grammatical form of the new language is and how it is said and written' (p56). Teaching grammar in the context will give an opportunity to learners to see the systematic relationships that exist between form, meaning and use as well as they are expected to improve the learner's communicative competence. For the reason that context provides a precise comprehension of how to use the grammar rules and provides accuracy in the studied language both oral and written skills (Wajnryb,1990).

Nunan (1998) asserts that it will be difficult for learners to notice how and why alternative forms exist to express different communicative meanings unless the learners explore them in the real context.

Weaver (2001) stresses that teaching grammar in isolation will not be beneficial for learners and concluded that 'teaching traditional grammar in isolation is not a very practical act' (p18).

Apart from this fact, Gardener (2008) identified the motives why teaching grammar approach such as grammar translation, audio lingual methods changed into teaching in context approach by means of materials, teaching behavior in company with knowledge, understanding and belief. She states that the focus on meaning and use in conjunction with form are

provided by Communicative Approach, whereas only form is a centre of traditionally teaching grammar.

However, Thornbury (2003) stressing the disadvantages of teaching grammar in context writes that a choice of appropriate text may be problem to teaching grammar. He (2003) cites

'Advocates of authentic texts argue that not only are such specially written EFL texts uninteresting – and therefore unmotivating – but they misrepresent the way the language is used in real-life contexts. On the other hand, the problems associated with authentic texts cannot be wished away, either, as any teacher who has attempted to use a dense newspaper article with low level students will have discovered. The linguistic load of unfamiliar vocabulary and syntactic complexity can make such texts impenetrable, and ultimately very demotivating (p72).'

Byrd (1998) points out that when grammar is learnt as arising from context, then a diversity of forms appear as essential to the expression of particular meanings in particular discourse contexts.

According to Anderson (2005), teaching grammar in context as a significant construction supplies the connection to reality of the target language. As he points out, the ESL students should experience the language in the context so as to control and apply them accurately.

Furthermore, Nunan (1998) argues that ' we need to go beyond linear approaches and traditional form-focused

methodological practices in the — grammar class, and that while such practices might be necessary, they do not go far enough in preparing learners to press their grammatical resources into communicative use (p108)'.

As Morelli (2003) has observed

'grammar can be taught traditionally or contextually, but student perception should be considered by teachers in the decision-making process. Students need to feel confident that educators have met their needs….and educators should be willing to consider the attitudes and perceptions of students when making decisions about how to teach grammar (p33-34).'

1.4.1. What is technique in teaching grammar?

In the Collins Cobuild dictionary 'technique' is described as follows:

'A technique is a particular method of doing an activity, usually a method that involves practical skills.'

As Celce-Murcia and Hilles (1988) points out

'just as grammar points seem to pair naturally with other aspects of language, teaching techniques should vary according to the match being emphasized. For example, in structural-social matches such as modals and requests, the degree of politeness depends on the social relationship between the speaker and his or her interlocutor. In such cases, dramatization and other dynamic, interactional techniques allow learners to make the connection between structure and social function. Such techniques facilitate a proper match between the grammar point being presented and the language factor with which its use is most often associated.

On the other hand, if one is teaching quantifiers, locative prepositions, or modals of logical probability – structure-meaning matches – the most useful techniques are demonstration, illustration and TPR activities. These techniques allow the teacher to focus on meaning distinctions by manipulating the environment, thereby helping students to focus on contrasts, semantic systems such as negation or inversion. These activities are more static than roleplay or dramatization, but they help students match linguistic form with semantic variables.

Finally, with structure-discourse matches, the major techniques include text generation, and explanation. A combination of teaching activities mentioned above can be used for this match. That is, one can use a dynamic piece of discourse such as a natural dialog for the text. Then the more static techniques of illustration, explanation, and demonstration can be used to focus students' attention on the text itself and its cohesion, rather than on pragmatic or semantic factors. Obviously, a great deal of text-based experience and work are necessary to develop a student's skill in this type of match, but the skill is vital for effective writing and, in certain respects, effective reading. (p11-12).

1.4.2. Types of techniques.

As Thornbury (2003) stated that in teaching grammar in context, the texts may be confusing and full of ambiguous structures as well as vocabulary. As a result, the learners can lose their motivation. Thus, there are several techniques keeping the learners in high motivation plus producing an accurate and fluent language.

On the top all of them is 'listening and responding' technique in which the ESL learners are supposed to acquire the target language well to focus on practice of grammar structures with a semantic challenge.

According to researches, children often don't say anything or say very little when first learning a second language. They appear simply to listen; then, after a while, the new language begins to emerge naturally.' (cited Celcia-Marcia & Hellis, 2003, p39)

Morover, Celcia-Marcia and Hellis maintain that listening based exercises are outstanding for several reasons.

'First, they help the second language learner – even the first-day beginner – match meaning and form in context; this match is achieved by techniques that get the listener to listen and respond physically or verbally, with the teacher using as resources the students, the classroom, and occasionally pictures or special objects. Second, such exercises in tune with the principle of delayed oral production, and we think that learners who are allowed an initial silent period will be more fluent and have better pronunciation than learners required to speak immediately. Third, even if the needs of your students make a completely silent initial learning period impractical, a careful integration of listening-based exercises with the other activities in your curriculum can significantly improve the language proficiency (and this includes the grammar) of your beginning level students.'(p49)

In addition to listening and responding technique, there is another beneficial strategy which is called telling stories. Rassias (1983) has

demonstrated very graphically the value of the teacher as a good storyteller in foreign language teaching.

Furthermore, Celcia-Marcia and Hellis (1988) posit that storytelling as a natural grammar teaching tool is one of the best and intriguing ways to utilize grammar instruction explicitly in the classroom. To be more specific, stories or anecdotes concerning teacher's life, his or her family plus friends can be proficient in which the usage is relevant and integrating.

A well-told story is the perfect context for a structure discourse match, but the technique can also be used effectively for a structure-social factor match.

'Storytelling is traditional in almost all cultures. We can tap into that tradition for a very portable resource and a convenient and flexible technique for teaching any phase of a grammar lesson. A story provides a realistic context for presenting grammar points and holds and focuses students' attention in a way that no other technique can. Although some teachers are better at telling stories than others, almost any of us can tell stories with energy and interest. Students naturally like to listen to stories, and most are remembered long after the lesson is over'.(Celcia-marcia & Hellis, 1988, p59)

What is more, so as to teach second language communication skills, dramatic activities can also play a crucial role along with teaching grammar in context fruitfully.

We may observe approving the usage of dramatic activities in the classroom in the work of Stern, Schumann, and etc.

According to Stern (1980), that kind of activities is one of the practical techniques by means of motivating learners increasingly, intensifying their confidence, turning off the sensitivity to rejection.

Stern maintains that dramatic activities 'are a curative for the frustration and lagging interest which often occur during second-language learning,' because they provide compelling reason to learn. In effect, drama gives a 'strong instrumental motivation' for learning the second language. In addition, Stern also addresses the issue of empathy. Following work done by Guiora(1972), Stern thinks of empathy as a relaxation or suspension of psychological mechanisms which separate us from each other' (p61-62).

Besides that, songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms. In other words, songs as authentic materials are also one of the best technique that can be used not only for revision new vocabulary, idioms, pronunciation but also grammatical items along with language skills: listening, reading, writing, speaking.(Anonymous)

Alongside songs are highly memorable and motivating, the learners may enrich culturl knowledge of the target language through folk songs.

Hulquist (1984), in an unpublished handbook of activities for adult ESL students Suggests that songs – in conjunction with other grammar presentation activities – can be effective in five different ways by:

1. Adding variety as well as enjoyment to language learning(all skills)

2. Presenting authentic language, as well as introducing students to various dialects spoken either in the USA(United States of America) or in the UK(United Kingdom).

3. Allowing students to practice a previously studied, contrasting structure along with a new structure

4. Providing an opportunity to apply language skills to real-life situations by extending the pattern in the song

5. Helping to develop cultural awareness, both of the present and the past' (p117).

However, Celcia-Murcia and Hellis (1988) maintains that regardless of being more advantages of using song in the classroom, many ESL and EFL teachers are unenthusiastic to utilize them owing to having a consideration of being unproductive usage of them. Moreover, they believe that learning is an important aspect for students, not a game to have a fun with.

Last but not least effective technique is problem solving activities. Celcia-Murcia and Hellis (1988) states that the problem solving activities are task-oriented and lay a particular purpose that is production of correct speech behind them. They point out that as long as the activities can be structured to focus learner's attention on a few specific forms beforehand, problem solving activities can be perfect for communicative practice of grammar.

'Problem-solving techniques in relation to grammar teaching are inductive techniques that require learners to find form-function matches by themselves' (Al-Mekhlafi & Nagaratnam,2011, p80).

Nevertheless, Celcia-Murcia and Hellis (1988) warned that ESL teacher must be certain that students need to have adequate vocabulary and structures in order to carry the task out.

In addition, Al-Mekhlafi & Nagaratnam(2011) discovered that 'a possible interpretation could be that teachers, while recognizing the motivational potential of problem-solving techniques, also observer their students' frustrating experience with such techniques, possibly because they are too 'challenging' for the learners to cope with'(p80).

Reading thoroughly all above mentioned techniques, I am going to apply some of them in my practicum how they impact on acquiring the target language for the first year students in UzSWLU(Uzbekistan State World Languages University)

II. Research plan

1) Statement of Purpose

The purpose of the conducted research is to investigate the impact of using the techniques for teaching grammar in context in EFL classroom. Furthermore, to the aim of the present study is to determine whether utilizing variety of technique in teaching grammar in context for the first-year students have a positive effect on the students' academic achievement in English. To achieve this goal, the researcher should select a proper group in order to carry out her research and design relevant lesson plans to facilitate students' improvement in the research process. Moreover, two tests and pre- and post-questionnaires would be used in order to collect appropriate data for getting a clear picture of final conclusions concerning comparative effectiveness of diverse techniques, that are listening and responding, drama activities and songs.

The problem under study is to explore and prove the effectiveness of teaching English grammar in context with the help of techniques.

The study aimed to answer the following questions:

1. Do the techniques thoroughly assist to acquire new grammatical structures?

2. What kind of works have been done by scholars?

The objectives of the experimental research are as follows:

a) To identify the outcome of usage techniques in the EFL classroom.

b) To investigate the impact and attitude of the learners toward techniques used in teaching grammar in context.

c) To prove a positive effect of the grammar teaching techniques on the proficiency achievement of the learners.

d) To gather and analyze the data by applying different research techniques and come to the conclusion that may help to clarify the efficiency of usage teaching grammar techniques in context.

The investigator of the experimental research hypothesis is that applying teaching techniques in EFL grammar classroom can help students to enhance their competence along with skills on English grammar, by involving them in their grammar learning process. The researcher also implies that grammar teaching techniques will encouragingly result in the effectively language acquisition of the learners and encourage them to comprehend English grammar rules in logic way through improving their communicative language skills.

2) Method

A. The Subjects

In order to investigate the research problem, the subjects were selected for conducting a valid case study. The 1st year students of the 1st English Faculty, aged from till were involved in the conducted research. Accordingly, the group 101-'a' was involved to the research process. The participants' level of English proficiency is varied from intermediate to upper-intermediate. In addition, a chosen group was labeled as it was considered to be very significant for a case study. Accordingly, the group

101-'a' was assigned as a "Group A". The learners of the Group A were self-selected as soon as the researcher began her teaching practice at the 1st English faculty department. Hereby, there were 15 students in the Group A that compromises eleven female and four male students with diverse characteristics. The students of the Group A, receiving grammar course once in per week at the 1st English faculty building, Room 48, were studied by the investigator during the two-month teaching practice from at the beginning of February till the end of March. Majority of them possessed Uzbek nationality; therefore, their native language was Uzbek. Moreover, most of them started learning English from schools or lyceums.

B. Materials and Equipment
A. The Materials

The materials that were used for collecting the data were intended to measure the academic achievement of the students through using grammar teaching techniques. Correspondingly, the main purpose of the materials was to supply meaningful and valid data for the research. The following materials were used as instruments for the case study: pre- and post tests and questionnaire forms, six English books on grammar such as:

- Grammarway 4 (Jenny Dooley &Virginia Evans, 1999),
- Grammar for the IELTS (Diana Hopkins& Pauline Cullen, 2008),
- Destination B2 and C1 (Malcolm Mann & Taylore-Knowles, 2007),
- How to teach Grammar (Scott Thornbury, 2003)
- Techniques and resources in Teaching Grammar (Celcia-Murcia & Sharon Hilles, 1988)
- Five minute activities;

In addition, lesson plans, handouts and different teaching materials cited from the Internet were applied during the teaching experiment.

In order to present reliable data results as well as make the current study more valid, the materials were attentively selected and adopted by the researcher. Moreover, the selected materials aimed to accelerate the process of the second language acquisition by increasing the students' overall competence in the target language; for instance, the enhancement of their speaking, listening, reading and writing. With the help of aforementioned grammar books, various aspects of grammar had been treated and presented through the authentic data such as texts, song, and report. It was based on which the investigator designed the syllabus and lesson plans for each class sessions. Most of the exercises and pair, group work activities were copied from these sources. In addition, the exercise was determined to improve students' four basic skills (speaking, listening, reading and writing); at the same time, more tasks were authentic that encouraged that students to make a use of language accurately in real-life situations outside the grammar course. Furthermore, the content of each lesson plan was concentrated on the particular topic that students had to cover at their grammar lessons, the topics of each grammar lesson varied including conditionals, relative clauses and modals, etc. In order to accomplish the chief objectives of the conducted research learners had to cope with different kind of exercises that required them to create mini-dialogs, complete written assignments, express their opinion on the particular topic as well as involve yourself into discussions, etc.

At the same time two achievement tests were selected as the instruments to assess how effectively the students meet the course objectives and depict

how teaching through grammar teaching techniques could influence on students' overall performance in the target language along with learning process. The tests were developed based on the materials that were conducted within the lessons. Furthermore, pre-and post questionnaires were utilized in the EFL classroom. The precise purpose of the questionnaire was to ascertain whether students preferred explicit rule presentation and would they like the instructor to continue using the techniques in teaching grammar in context while explaining new grammatical structure to the learners.

The used materials by the investigator were supposed to provide the data which the researcher intended to indentify in her present case study. In addition, the data that was collected by the researcher was found out reliable and valid as it was verified under strict criteria: reliability and validity of the test content, validity in scoring procedure, clear and explicit instructions, accuracy of the test organization and layout, unambiguous items. The following criteria helped the investigator to gather relevant data for the further analysis.

B. The Equipment

The applied equipments in the case study diverged from different teaching aids to writing tools. Different aspects of grammar were demonstrated with a help of handouts and texts that were also used for various activities and tasks along with the speakers for improving the target language acquisition through listening native speakers conversation as well as song; simultaneously, the researcher used writing tools such as whiteboard, markers for presenting new grammatical structures, writing home assignments, etc.

C. Procedure

1. The variables

One of the researcher's main problems is to account all variables which may affect the study. Therefore, the investigator had to define the variables in order to make them optional and measurable. The dependent variable in the research was the students' second language improvement or students' proficiency in English Grammar. Accordingly, the independent variable was teaching English grammar through grammar teaching techniques and it aimed to demonstrate how it would impact on students' grammar accuracy and their overall performance in the target language. At the same time, the researcher also needed to identify moderator variables that were pre- and post designed tests which could influence on the researcher's outcomes and the students' previous experience in English. Consequently, there are some students in the group who had been learning English for several years before enrolling the university. Finally, the intervening was the benefits of using techniques in teaching grammar through the context.

The researcher decided to eliminate the control variables because they didn't hold any significance that would be considered as applicable tools to the case study. The correlation between all mentioned variables is very strong; hence, this condition would simplify the research method and data collection procedures to get some certain valid scores.

2. The Steps in the Experimental Process

The study was conducted to the 1st year the 1st English Faculty students, Group 101 "A". Before the grammar was taught implicitly, there was a need to administer a test for identifying students' progress on English

proficiency after explicit teaching. To achieve the aim of the study, the researcher met with the subjects once a week to conduct her grammar lessons during her teaching practice.

The subjects were clearly informed about the importence of the usage techniques in teaching grammar in context in the classroom environment and how it could positively affect on the second language learning process. Accordingly, the investigator highlighted some necessery points that subjects had to accomplish during her teaching practice. At the same time, the researcher encouraged students' active involvement in the process of the study, which could enhance their learning autonomy and self-reliance, as well as their progress in mastering the target language. The Subjects were also informed that they would be able to use creative and innovative attempts to learn grammar through grammar teaching techniques, where they would have chance to master a new grammatical rule through individual evaluation. The main thing is that learners had to do was to discover the rule by themselves without the instructor's help to tell them the rule directly and to do various activities in order to work on the rule they have learned. At the end of the treartment period, the relevant post test was assigned to compare their previuos results with the last one.

The purpose of the pre- and post- questionnaires aimed to find out students' attitude concerning the research proplem, what they liked or disliked in the presented approach and drawbacks of the used method in the classroom environment. Thereby, the researcher finished her experimental process and gathered all relevant data for further procedure.

D. Analysis of the data

The data of the current research were organized as following steps:

Step 1. In the first lesson, the researcher introduced herself by intriguing activity in which she drew the pictures related to her age, status, name, character along with her future prospects. The purpose of this activity is to get acquainted closer with students as well as practice their previous theme: tag questions; in addition, this activity make all the students know one another. It helps to establish friendly atmosphere in the language classroom. Students should have found the meaning of each picture by giving tag questions. After that, each student drew their picture and the others found the meaning of the pictures. For instance, here are given some examples of students' work.
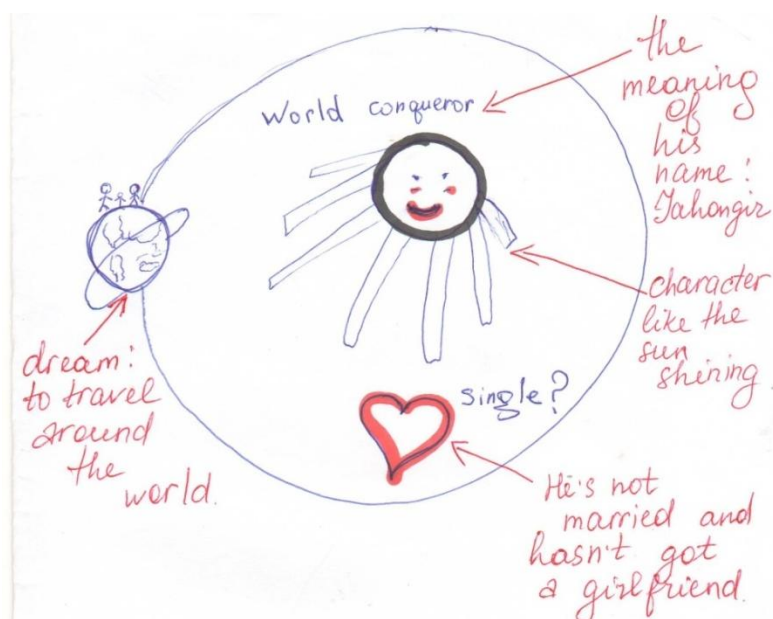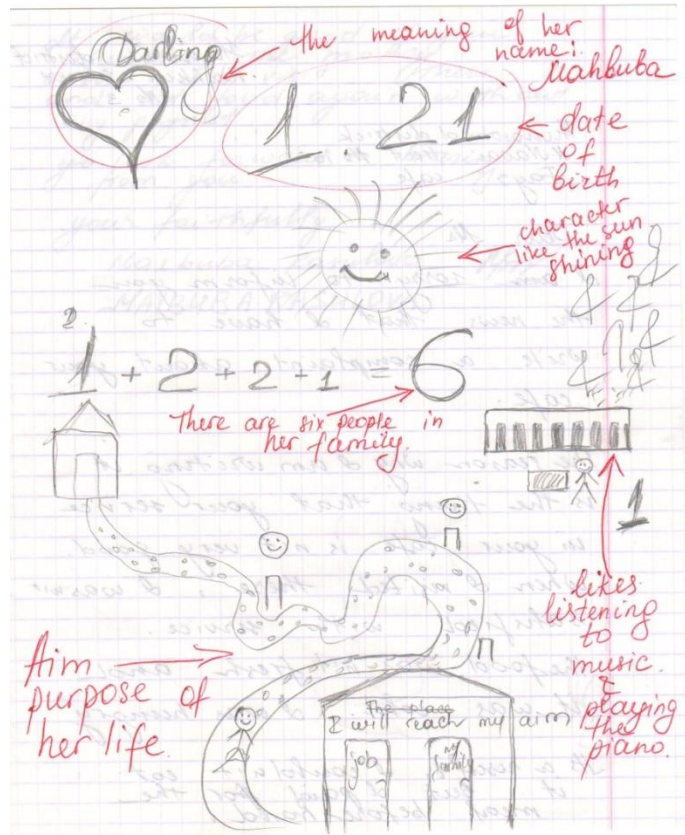
Step 2. In order to check students' background knowledge along with to put the aims correctly for ongoing research, pre-test was held at the beginning of the course with the students of First English Faculty Department, at room 48. In that day, all students participated in pre-test. It took thirty minutes to conduct the test. Any kind of distractions was not made during the test.

Step 3. So as to compare the first results of pre-test as well as to notice how well the students made progress in the target language grammar, a three-section post-test was organized at the end of the course. The post-test covered all new grammatical structures which the students have to acquire during the course.

Step 4. An eight-question questionnaire was distributed in the seventh lesson of the course. The questions were formed by means of feedbacks that

every four students submitted the opinions regarding how the lesson was and gave their reflections about each lesson.

Step 5. A form-filling last feedback was distributed at the end of the course in order to check whether the researcher had achieved her objectives and goals during the research. The samples of pre- and post-tests, questionnaire and feedback were attached in the part of Appendix.

III. Data collection

The data of the current study was gathered during the treatment period and the results came from the pre- and post- questionnaires and post test of the target item that was conducted later at the end of the experiment. Accordingly, the data collection proceeded roughly for eight weeks since the researcher had to design lesson plans for each class session and great amount of time had been expanded on preparing necessary research aids.

First of all, the precise schedule was planned by the researcher prior to beginning the course so as to correctly arrange to meet a group participating in the research on a regular basis. Selecting a proper day and place was an initial process of collecting valid data and results. Due to a lot of inconsistencies related to her classes the researcher decided to teach the subjects once per week on Tuesdays at the second pair. As a result, the group had a teaching experiment of eighty minutes that was held in the room 48 at the First English Faculty Department.

The subjects were carefully informed and asked to take seriously a teaching experiment being carried out by the researcher prior to initial process of the treatment.

In order to identify the students' comprehension of the target language the designed questionnaire was provided to 15 students of the experimental group in the first English faculty Department of World Languages University. All of the members of the group, which was the students of 101 "a", were involved in the study. The survey questionnaire was administrated in one day. The data of the study were gathered during a

classroom experiment on grammar acquisition through using various types of techniques in teaching grammar in context, and recall.

All steps of the research plan were followed accurately. The questionnaire list was returned by students and by teachers. The data was collected on time and it was analyzed by the researcher. The results were calculated in forty-eight hours. The analyzed data converted to tables and scales. In order to show the factual situation there, the created pre-test and post-test that aimed to provide the investigator with relevant assessment of students' comprehension and measure whether they could grasp what they had been taught productively or not were given to 15 students of the First English Faculty Department. The post test was administrated approximately four weeks after the end of the treatment. Testing was carried out in thirty-minute sessions on one day. Two paper- and pencil unannounced pre-test was administrated during one class session. All students were secure while testing. They participated in the study with pleasure. All of the steps encouraged the researcher to continue her study. Furthermore, these tests were supposed to supply data about the progress that learners have achieved after taking 2-month grammar classes that was conducted by the investigator.

In addition, to identify the effectiveness of the using techniques in teaching grammar in context the researcher distributed post questionnaire that she designed carefully to prove one of her objectives.

The purpose of the post questionnaire aimed to find out students' attitude concerning the research problem, what they liked or disliked in the presented approach and the drawbacks of the used techniques in the classroom environment. Thereby, the researcher finished her experimental

process and gathered all relevant data for further procedure. The questions of questionnaire were created by the investigator according to the feedbacks that at the end of the every lesson the researcher asked four students write feedback for the lesson which they had on that day.

Furthermore, at the end of the course, the researcher distributed form-filling feedback in order to find out the respond one of her objectives as well as so as to clarify the attitude of the students towards conducted lessons, the researcher; moreover, how were their expectations at the beginning of the course, what did they learn and didn't learn during the session along with what was new for them in the learning lessons.

Consequently, all gathered data were exceedingly helped to the researcher in order to make valid clear results and final conclusion of the current research.

IV. RESULTS AND DISCUSSION

3.1. Results and Analysis

The results of Pre-test showed that the participants in this research were unfamiliar thoroughly with *should have done* structure, relative clauses, the second conditional, and modals. In other words, the results were calculated, pre-test and post-test scores ranged from what was considered that failing from the test was conducted (0-55 scores correct) to what was considered passing (60-100 correct). The scoring was conducted in the following manner: each correct answer received 1 point. When more than one answer was supplied, each answer was scored as a fraction of 1 point. For instance, if two answers were supplied, one right and one wrong, that grammatical item was scored as 0,5.

Table 1 Results acquired from Pre-Test

№	The list of the Students	Score
1.	Abdug'aniyeva Kumush	81
2.	Abdullayeva Shahnoza	81
3.	Bakhtiyorov Bekzod	81
4.	Isayev Umid	71
5.	Kuchkarova Sabokhat	81
6.	Maribjonova Mukhlisa	81
7.	Qodirov Bobomurod	90
8.	Quzibekova Madina	81
9.	Rasulova Mahbuba	86
10.	Toliboyeva Sevara	67
11.	Tursunov Jakhongir	71

12.	Soliyeva Surayyo	71
13.	Khakimova Yorqinoy	95
14.	Khaydarkxujayeva Bashorat	76
15.	Toshpulotova Zarifa	90

Score Value	Frequency
67	1
71	2
76	1
81	5
86	2
90	2
95	1
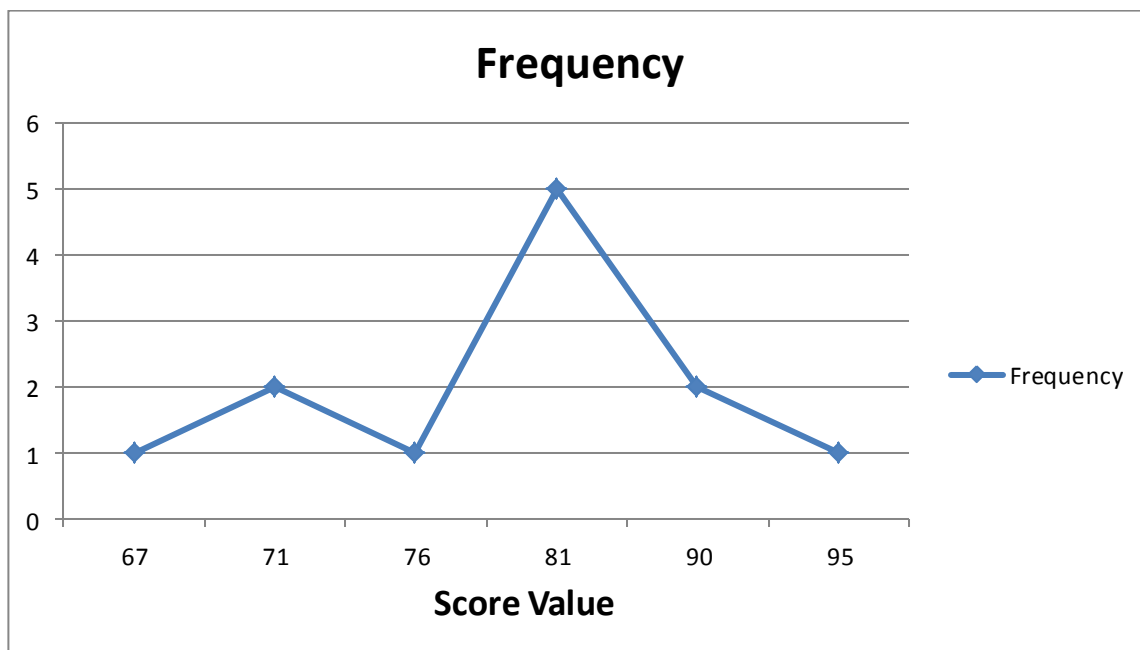
1-diagram

Mean = 81

Mode = 81

Median = 81

№	The list of the Students	Score	Mean	Difference	Difference Squared
1.	Abdug'aniyeva Kumush	81	-81	0	0
2.	Abdullayeva Shahnoza	81	-81	0	0
3.	Bakhtiyorov Bekzod	81	-81	0	0
4.	Isayev Umid	71	-81	-10	100
5.	Kuchkarova Sabokhat	81	-81	0	0
6.	Maribjonova Mukhlisa	81	-81	0	0
7.	Qodirov Bobomurod	90	-81	9	81
8.	Quzibekova Madina	81	-81	0	0
9.	Rasulova Mahbuba	86	-81	5	25
10.	Toliboyeva Sevara	67	-81	-14	196
11.	Tursunov Jakhongir	71	-81	-10	100
12.	Soliyeva Surayyo	71	-81	-10	100
13.	Khakimova Yorqinoy	95	-81	14	196
14.	Khaydarkxujayeva Bashorat	76	-81	-5	25
15.	Toshpulotova Zarifa	90	-81	9	81

$$\text{SD} = \sqrt{\frac{(X-X)^2}{N}} = \sqrt{\frac{929}{15}} = \sqrt{61,93} = 7,86 \approx 7,8 \approx 8$$

Table 2 Post-Test Results

№	The list of the Students	Score
1.	Abdug'aniyeva Kumush	89
2.	Abdullayeva Shahnoza	93
3.	Bakhtiyorov Bekzod	89
4.	Isayev Umid	82
5.	Kuchkarova Sabokhat	89
6.	Maribjonova Mukhlisa	89
7.	Qodirov Bobomurod	93
8.	Quzibekova Madina	86
9.	Rasulova Mahbuba	89
10.	Toliboyeva Sevara	86
11.	Tursunov Jakhongir	89
12.	Soliyeva Surayyo	86
13.	Khakimova Yorqinoy	93
14.	Khaydarkxujayeva Bashorat	82
15.	Toshpulotova Zarifa	86

Score Value	Frequency
82	2
86	4
89	6
93	3
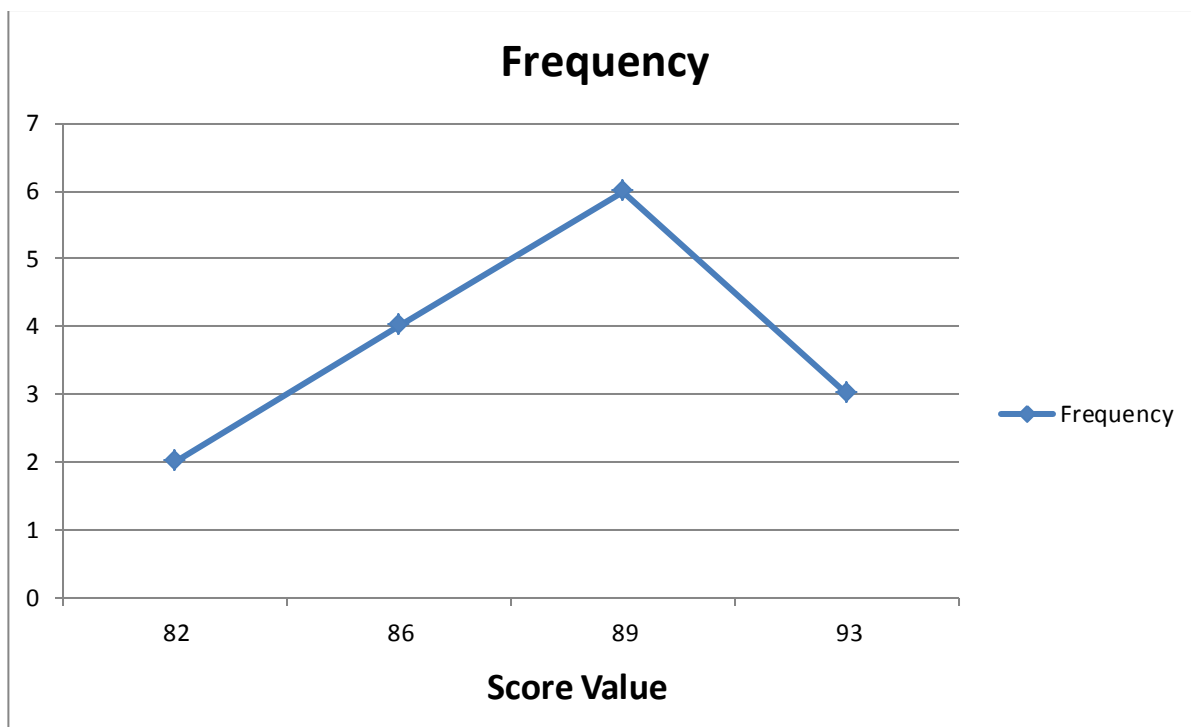
2-diagram

Mean = 88

Median =88

Mode =88

№	The list of the Students	Score	Mean	Difference	Difference Squared
1.	Abdug'aniyeva Kumush	89	-88	1	1
2.	Abdullayeva Shahnoza	93	-88	5	25
3.	Bakhtiyorov Bekzod	89	-88	1	1
4.	Isayev Umid	82	-88	-6	36
5.	Kuchkarova Sabokhat	89	-88	1	1
6.	Maribjonova Mukhlisa	89	-88	1	1
7.	Qodirov Bobomurod	93	-88	5	25

8.	Quzibekova Madina	86	-88	-2	4
9.	Rasulova Mahbuba	89	-88	1	1
10.	Toliboyeva Sevara	86	-88	-2	4
11.	Tursunov Jakhongir	89	-88	1	1
12.	Soliyeva Surayyo	86	-88	-2	4
13.	Khakimova Yorqinoy	93	-88	5	25
14.	Khaydarkxujayeva Bashorat	82	-88	-6	36
15.	Toshpulotova Zarifa	86	-88	-2	4

$$\text{SD} = \overline{\frac{(X-\overline{X})^2}{N}} = \overline{\frac{169}{15}} = \overline{11,2} = 3,35 \approx 3$$

The comparison of pre-test and post-test results

3- diagram
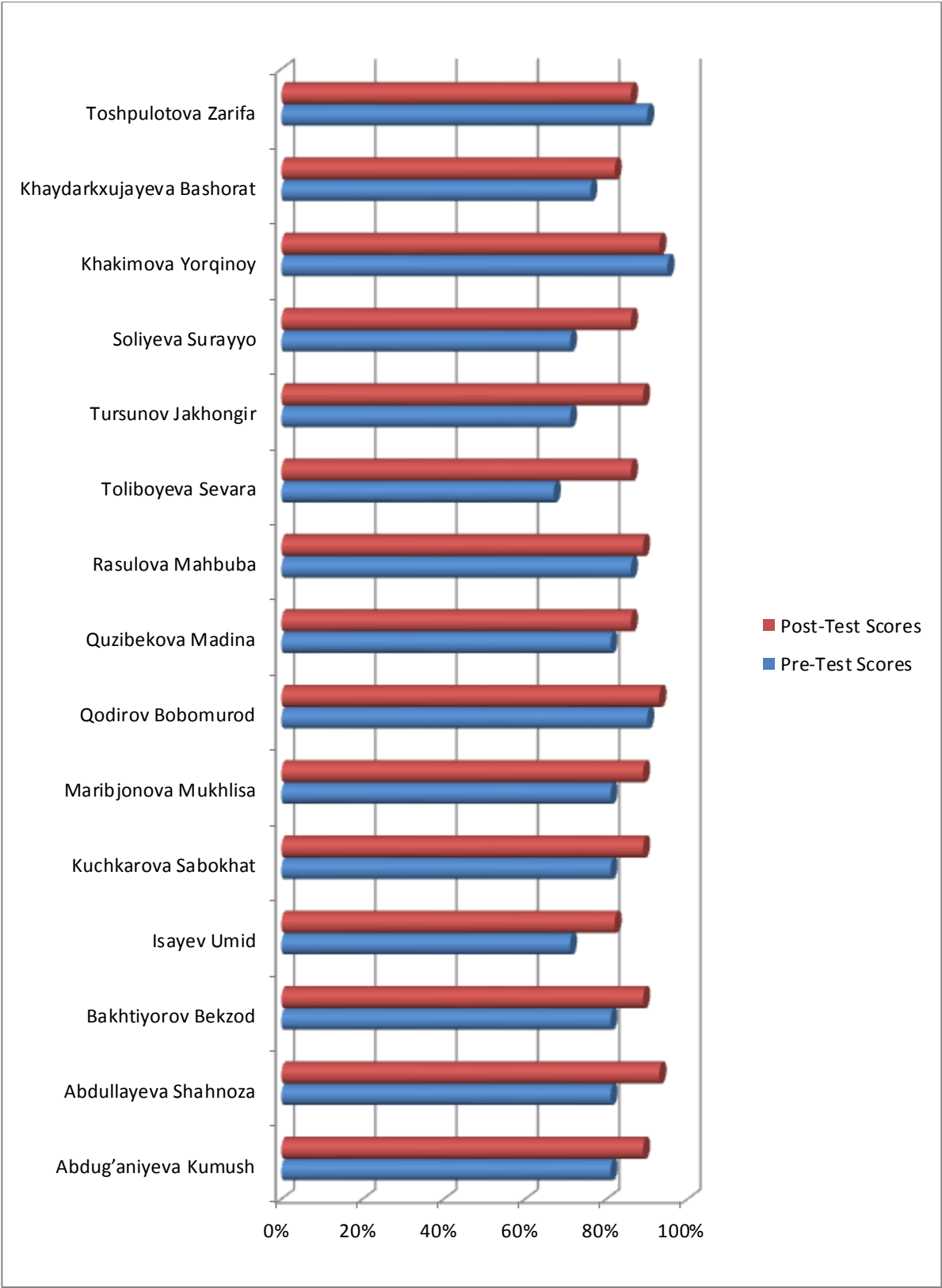
A glance at the graph provided illustrates the comparison of the groups' average scores of pre- and post-tests. As can be seen from the visual, the number of the students acquired the target language grammar increased considerably. In particular, in the study of the three students: Tursunov, Soliyeva and Toliboyeva, high level of considerable increase was demonstrated, accounting from 71 and 67 to 86 and 89 respectively, whereas the scores of the two students brought a sustained decline in this figure, pre-test outnumber post-test 90, 95 to 86, 93.

One particularly interesting fact highlighted by the figure is that almost the half of the students: Maribjonova, Kuchkarova, Isayev, Abduganiyeva, Bakhtiyorov and Abdullayeva improved their knowledge from 81 to 89, except from Isayev's score, standing at from 71 to 82, while in the study of the four students: Rasulova, Kuzibekova, Qodirov and Khaydarkhujayeva saw a slight increase. To be more precise, the scores of the students: Rasulova, Kuzibekova, Qodirov and Khaydarkhujayeva constituted from 76, 81, 86, 90 to 82, 86, 89, 93.

The sample test of correct grammar scores that compared grammar pre-test with its corresponding post-test showed that learning grammar in context via used techniques was effective in teaching participants new grammatical structures across the treatments. Students acquire grammatical items more thoroughly rather than they knew on pre-test.

Results of Questionnaire

Graph 1.

What technique did you like most?
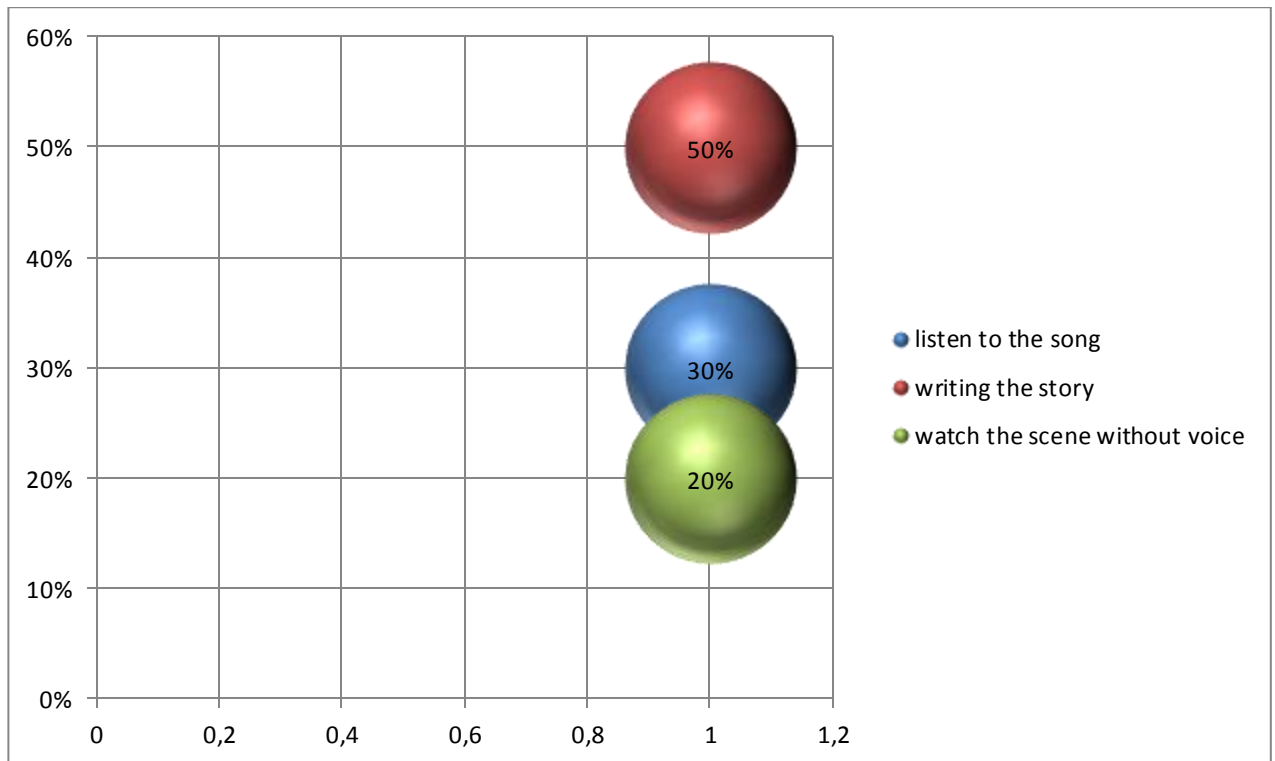
According to the graph provided, most of the students participated in the survey enjoyed most the text (adopted from *how to Teach Grammar* by Thornbury, 2003, p59) used a generative situation. In particular, 50 per cent of the answers were received within the survey, even though few students informed during this particular text supplied that they did not get the clear rule of *should have done*. Consequently, the presentation of the rule took more than ordinary explaining it in terms of its economy (Thornbury, 2003). However, it is one of the popular presentations of new grammatical item as well as more memorable in terms of efficacy (Thornbury, 2003).

Graph 2

Were the techniques and activities interesting to motivate you?

0%   1%

99%

- Yes
- No
- I don't know
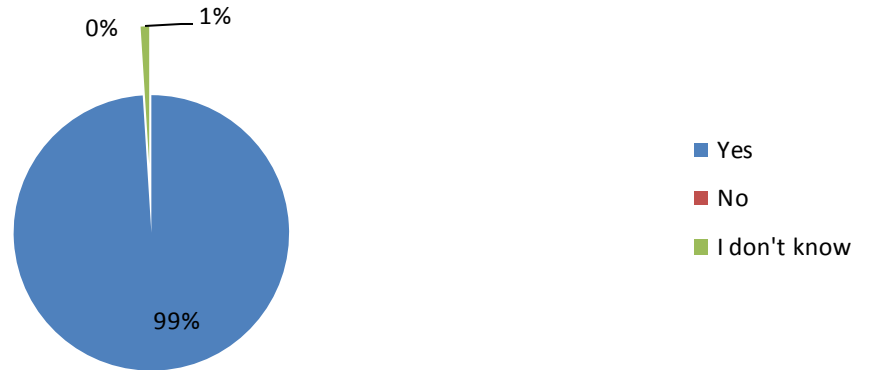
A glance at the pie chart provided illustrates how many students take pleasure in activities used in grammar lesson. To be more precise, 99 per cent of the participants enjoyed during the lessons. In addition, "when given the opportunity to talk about themselves in personally relevant ways, students tend to become much more motivated. The result is that they want to be able to express their feelings and ideas more in the target language. They *want* to communicate. When this happens, growth becomes a reciprocal process; enhancing personal growth enhances growth in the foreign language (Moskowitz, 1978).

Graph 3

Did the course help you on your speaking English?

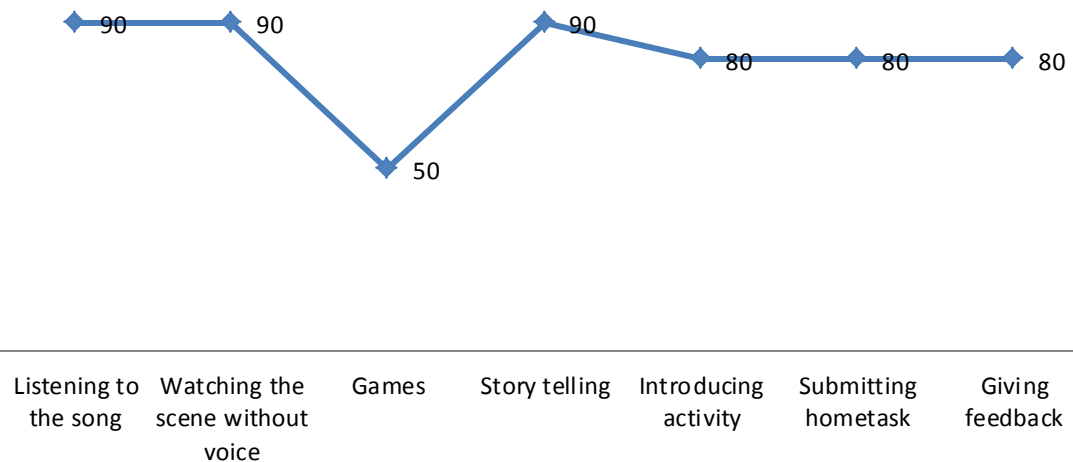■ Yes   ■ No   ■ I don't know

6%   7%

87%
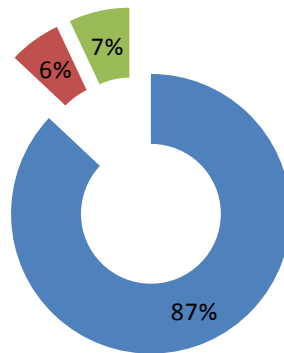
As can be seen from the visual, 87 % of the questioners began to use new grammatical items in their every day English without hesitation and fear.
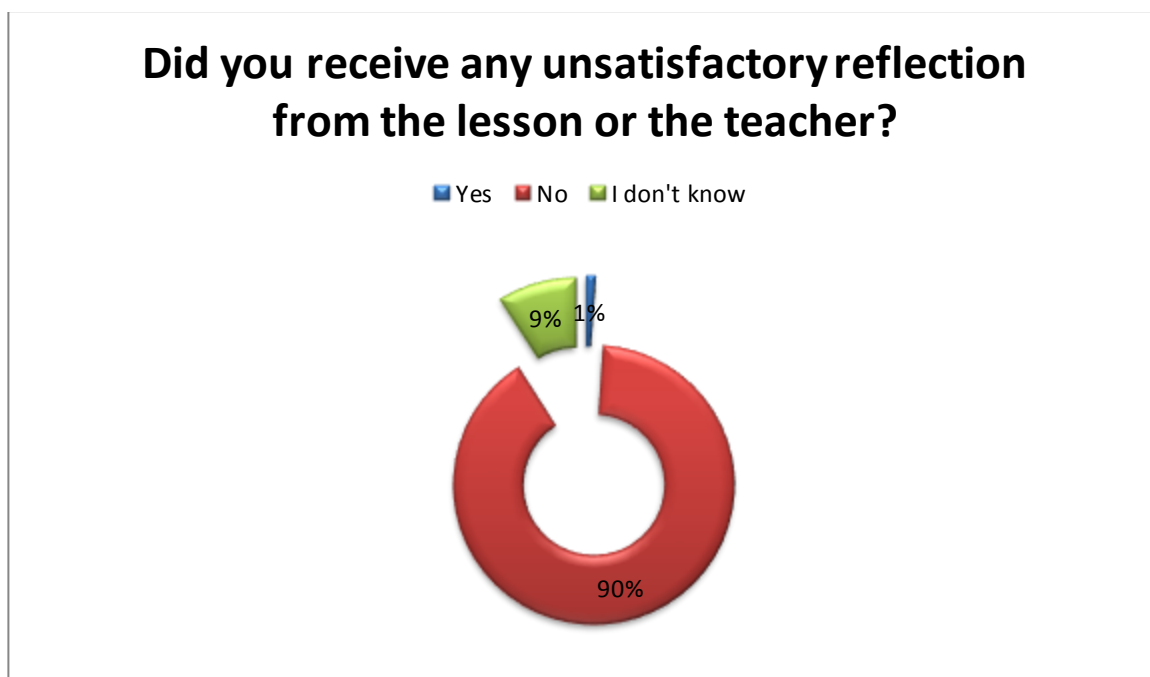
Graph 4

What was new in grammar lesson?

◆— What was new in grammar lesson?

90   90   90

                                80   80   80

        50

Listening to | Watching the | Games | Story telling | Introducing | Submitting | Giving
the song | scene without | | | activity | hometask | feedback
        | voice

It is obvious from the visual; listening to the song and watching the scene without voice together with storytelling were the most astonishing techniques used in the grammar lesson, standing at 90% respectively, whereas handing feedback along with home assignments to the teacher and introducing activity preferred typically, accounting for 80 %. In addition, games were not new in the process of teaching grammar. Furthermore, the reason why listening to the song more popular than other contexts is that songs in general utilize simple, conversational language with music or tune along with a lot of repetition, which is just what many language teachers look for in sample texts. As a result, they are considered more affective and motivating than other texts (Murphey, 1998).

Graph 5

It is interesting to note is that 90 % of "No" responds received from the survey, while only 1 % of them was "Yes" answer.
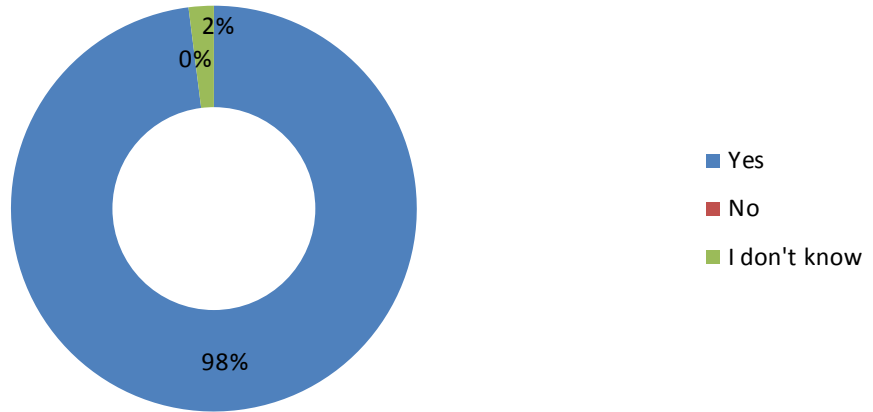
Graph 6
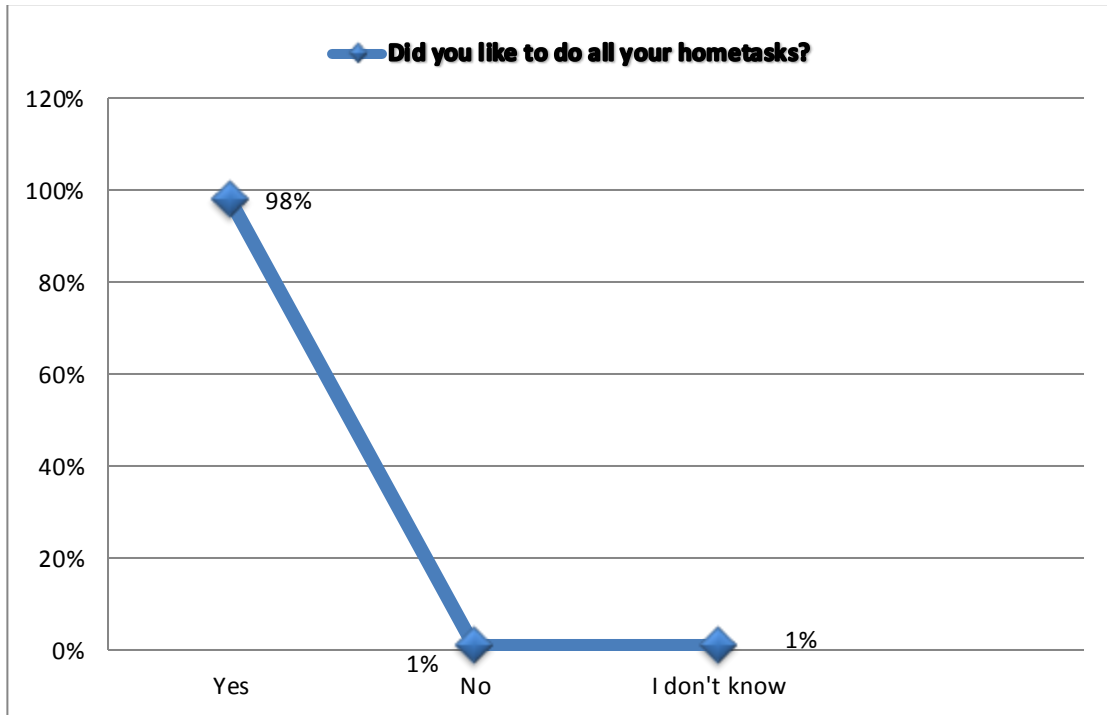
This particular line graph demonstrates the number of students who preferred to do all their home tasks. For instance, not a single respond to the survey rated doing home assignments as their preferred task to do, accounting for 98 %.
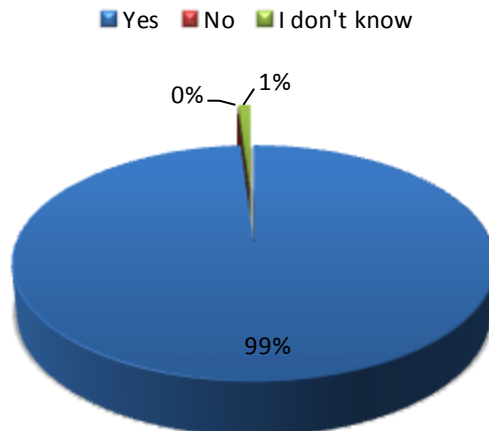
Graph 7

Did the teacher organize all the lessons effectively?

2%
0%

98%

- Yes
- No
- I don't know

It is apparent from the information supplied that 98% of the students enjoyed well organized lessons during the course.

Graph 8

Could the eacher make all the students take an active part in the lessons?

Yes   No   I don't know

0% — / 1%

99%

As can be seen from the pie chart, 99 % of the questioners take an active part within the course.

Discussion

At the beginning of the course, the investigator set the hypothesis of using various kinds of teaching techniques in order to motivate students in learning grammar in context as well as to make them utilize learnt grammatical items accurately and unconsciously in their every day English. From the data analysis and results of the tests, it is apparent that the usage of the teaching techniques in grammar lessons could provide a great opportunity in enhancing the students' proficiency in the target language.

Some of the advantages of the using different kinds of techniques in teaching in grammar in context are the following:

- They provide co-textual information, allowing learners to deduce the meaning of unfamiliar grammatical items from the co-text.
- If the texts are authentic they can show how the item is used in real communication.
- As well as grammar input, texts provide vocabulary input, skills practice, and exposure to features of text organization.
- Their usage in the classroom is good preparation for independent study.

However, in using techniques in the grammar lessons, they are not without their problems. Notably:

- The difficulty of the text, especially an authentic one, may mean that some of the above advantages are lost.
- The alternative – to use simplified texts – may give a misleading impression as to how the language item is naturally used, again defeating the purpose of using texts
- Not all texts will be of equal interest to students.

In conclusion, no single method of grammar presentation is going to be appropriate for all grammar items, nor for all learners, nor for all learning contexts. A lot will also depend on the kind of practice opportunities that the teacher provides.

3.2. Final Reflection

After having completed every single element of research such as data collection, research plan, and part dedicated to result analysis, it comes time for final reflection on entire research process. Research was quite challenging and difficult at the same time because it's all time hard to investigate the items which are comparatively new. Moreover, to complete the project within the students and objects majoring in philology and teacher training requires much effort to be done. Naturally, there were obstacles while the process of having workshops session and data collection; however, they were all productive.

Having completed the most significant research in my life, I must confess that I have learned a lot. To be honest, I never went through this process before; moreover, I have never covered more than 50 books and articles to prove something before. I have obtained an enormous, outstanding experience, which, I hope, will be fruitful for my upcoming prospects. On the other hand, I am certain that I will write another research paper without any hesitation because currently I have achieved the knowledge of using different ways of gathering data; furthermore, I can manage to compute the statistics. Moreover, I was expecting certain type of data and I thought I almost knew the answers beforehand, even though I need to carry on working to prove my assumption.

At the time of literature review it was very interesting for researcher to investigate everything that has been done beforehand; researches, attempts to teach grammar in context, articles and etc., related to Grammar in Context and varied Techniques. It is worth mentioning that there were not so many works done in that path. During research plan there was a lot of

hesitation on choosing techniques together with proper materials to collect data, to elicit results from the objects and how to complete that project in adequate way. Forming appropriate questionnaire and picking up effective questions to elicit right information was crucial as well.

Surprisingly, at the first step of the data collection, when I collected pre-test, I realized that things might go a different way from what I had expected. I had imagined that most students would get bored and preferred first giving the explanation of the rule, after that doing a pile of exercises. Due to the reason is that they have already familiar with the rules before enrolling university. However, the pre-test responses and feedbacks showed a different picture, and I had to work with data more thoroughly which I did expect to get.

Beginning the project I asked several different teachers and other people that are quite close to me expecting them to help me find the right way to choose my research topic. Soon, I had realized that I wanted to pen my own language program. I'll do my best, for using the most effective grammar teaching techniques for my class. All in all, I started with the solid idea that has grown to huge paper.

Looking back I understood that the process of writing this paper was difficult, at the same time intriguing. I am very proud of the fact that improved my knowledge.

The process of calculating the results of the tests were one of the most complicated; meanwhile enjoyable experiences as it involved deep analysis. Furthermore, computing statistics were also enjoyable experiences as it involved critical thinking. On the other hand, computing statistics

exhausted me incredibly. By analyzing the ideas I came across different thought and made conclusion which never did before. It was exceedingly complex to relate numerous ideas into different categories to cover the stated topic.

Books, newspapers, journals, Internet experts all assisted to do my research. I still comprehend a plenty of various materials that provided me numerous different ideas of what to write about. The work made me think about the fact I researched. The participants who I selected made my research far straightforward. It helped me on my personal experiences to develop more points, collect data as well as come to a exceptional conclusion.

My research work gives me a lot of opportunities what students need and how it is better to provide them with what they need. Learning grammar in context using different kinds of techniques in a useful way will greatly benefit students and help them to develop good grammar skills. When I open my own English language program I implement the ideas which make my program run perfectly. Finally, the result of the research has proved the effectiveness of usage various techniques in developing proficiency in learning grammar in context.

Regarding the methods of teaching and further influence on researcher there are possibility to state following points:

Concerning information type

During research it was realized that using techniques in learning grammar is comparatively new for the students who are majoring in Philology.

In teaching grammar in context, it is essential to include texts, tasks and activities which are really authentic and up to date concerning learner's cultural background, age and gender.

Relevant data should be accompanied by techniques and activities that encourage students work in teams and individually.

In the part of selecting appropriate songs, texts, videos, it is helpful to take account learner's cultural background and their age as well as appropriateness of these materials in the language classroom.

Concerning teaching methods

Having practice subjects such as integrated skills and discussions, in teaching grammar in context requires new variety of language elements to be utilized in the sessions

In teaching grammar in context or any other discipline the language should not be a focus but rather a tool to obtain broader goals.

What is new in teaching grammar in context?

Absolutely new attitude toward the learning grammar should be carried out in the English grammar classes.

New experience of teaching new phenomena, session delivered to the learners who have higher than ordinary degree of English competence.

Everyday class activities in new manner and creative usage type huge amount of writing task to be done and checked out.

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