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INTERACTIVE METHODS OF TEACHING ENGLISH GRAMMAR

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INTRODUCTION

During the 25 years of independence an enormous number of successful reformations have been carried out by our government under the leadership of the president of our republic Islam Abduganievich Karimov. Although this is a rather short period of time for a young state to develop, our motherland has been able to overcome many difficulties and began to prosper again in many fields of life. Today Uzbekistan is a world-known mighty and peaceful country that stands at the same rank with the world's independent democratic nations. We think that the following data can illustrate the practical evidence of our opinion:

Over the 25 year period of time our economy has grown 3.7 times, the life expectancy rates have increased to 7 years, monthly wages have grown nearly 18 times and the number of families owning a car has tripled as a contrast to the years before independence when only a tenth of Uzbek families had their own car.

The educational system of the republic of Uzbekistan is also advancing at a high speed. "As far as spirituality and enlightenment enter the number of major factors of the people's upbringing, we must display the state's care of the matters in this sphere and create all necessary conditions for their development"¹ – that is how our president expresses his intensive care of educating the youth of our republic. Our government allocates more than the half of the state budget every year for cultivating the system of education. At present, Uzbekistan is among the leading countries of the world where 99% of the population is literate and 12 years of education including primary and secondary general schooling, vocational and academic education is compulsory and is under state financing.

Educating the young generation has always been a top priority and the cardinal focus of social development in our republic. Our Constitution ensures that every citizen of Uzbekistan receives equitable education irrespective of their

¹Karimov I. A. Basic Principles of Social, Political and Economic Development of Uzbekistan. – Tashkent, "Uzbekiston": 1995. – 69 p

nationality, sex, language, age, ethnic origin, religious views, cultural background and social status.

Along with that, the National Program of Personnel Training is an all-important factor in the realization of the republic's educational goals. Improved system of academic lyceums and vocational colleges which are indispensable in further development of 9th formers can be regarded as efficient outcomes of the work fulfilled by the above-mentioned organization and the laws on education.

In due course, training highly qualified specialists is in the centre of attention in Uzbekistan. Referring to the following data one can realize how tremendous efforts our government puts in on improving the system of higher education of the youth of Uzbekistan: there are 59 institutions of higher learning function 39 of which are teacher training institutes. Since the independence of the republic, the number of such institutions has grown by 30 per cent to date.

Furthermore, the Department of Organization of Education and Improvement of Educational Skills has made it possible for young teachers of Uzbekistan to enhance their skills by cooperating with the world's prominent organizations such as DAAD (Germany), JICA (Japan), CNOUS (France) and a multitude of other recognized universities. Besides, educational programs supported by the embassies of English speaking countries in Uzbekistan have positive implications on teaching the English language. English ACCESS Micro-scholarship Program, for instance, has given the chance to underprivileged schoolchildren to learn English extensively. The English speaking countries' embassies in Uzbekistan organize teacher training programs, which is, assuredly, very advantageous for training language teaching specialists. Obviously, the cooperation is and will be of long-term benefit for the development of our young pedagogues. It goes without saying that in strengthening the bonds of friendship and in building mutually beneficial diplomatic ties with foreign states, languages, the English language in particular, has a vital role to play. With this regard, our republic has made notable attempts to put the emphasis on developing the techniques of teaching foreign languages. In the very recent Decree by President I.

A. Karimov on December 10, 2012 it is stated that from the upcoming year on English would be taught to schoolchildren as early as when they are in their first form and that the salaries of English language school teachers in urban areas would be increased by 15 per cent and that of village school teachers by as much as 30 per cent.

This Decree has been a great stimulus for all the English language learners and teachers to work diligently and do their best to contribute to the well-being of the people of our young independent country. Being a potential teacher of English to Uzbek students, I have resolved that I will conduct my research on one of the provocative topics of grammar– the theory of adjectives and the substantivized adjectives in Modern Linguistics.

Actuality of the research. Grammar teaching has always been one of the most controversial and least understood aspects of language teaching. Few teachers remain indifferent to grammar and many teachers become obsessed by it. Most scientists consider that grammar is a base of any language and one can't construct the speech without it. Till these days grammar was one of the main subjects in the sphere of linguistics and had been taught in traditional way that is teaching it through rules

Aim of the research: The aim of the research is to work out an effective methodology for teaching the English grammar at Uzbek schools on the basis of interactive methods in Modern English and Uzbek for linguodidactic purposes.

Object of the research: The research focuses on structural-semantic features of teaching English grammar in Modern English and Uzbek for purpose of creating effective strategies for teaching the English grammar by new ways at Uzbek schools.

Subject matter of the research: The subject matter of the research is to create effective strategies for teaching the English grammar using interactive methods in Modern English and Uzbek for linguodidactic purposes.

Methods of the research: The methods we have put forward to conduct a detailed research into our chosen topic are as follows:

- 1Comparative method;
- 2Oppositional method;
- 3Parts of sentence method;
- 4Distributional method;
- 5Contextual method;
- 6Statistical method;
- 7Componential method;
- 8Transformational method;
- 9Method of modeling, etc.

Materials of the research: In order to back-up the theories of the research we have employed a number of works on methodology of teaching based on solid empirical examples of the substantivized adjectives from fiction and non-fiction works by Uzbek and English writers.

Investigations of the research. This problem was investigated by many scientists.

H.Alyousef, D. Glenn, C. Harrison, A. Johnson, K. Lems, Admondson, Leather, Hudson, Hager A, Rogova G.V, Philips are among them..

Theoretical value of the research: This research has gone some way towards teaching English grammar by interactive methods and some other ways of teaching English Grammar. Along with that, the certain helpful methodological recommendations for teaching the subject at Uzbek schools we have worked out could, conceivably, represent a further step toward the development of studying this special field of linguistics.

Practical value of the research: The end result of this research work can be conducive to teaching the special area of linguistics, in the theory and practice of translation processes, and in giving lectures on theoretical grammar. Additionally, these observations have several implications for extensive research into the other various aspects of the chosen topic.

CHAPTER I. THE CONCEPT OF TEACHING ENGLISH GRAMMAR

1.1. Functions and meanings of teaching English Grammar

Grammar teaching has always been one of the most controversial and least understood aspects of language teaching. Few teachers remain indifferent to grammar and many teachers become obsessed by it. Collins COBUILD English Dictionary and the Cambridge International Dictionary of English give definitions of grammar which include:

- the rules of a language (the system)
- the way an individual uses the rules (someone's personal 'grammar')
- a book containing the rules (a grammar book)
- the study of the rules (the subject called grammar).

In linguistics, grammar is the set of structural rules governing the composition of clauses, phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics.

Grammar may be defined as the rules of a language, governing the way in which words are put together to convey meaning in different contexts. It is generally a thought to be set of rules specifying the correct ordering of words at the sentence level (Nunan, 2003). According to their ideas², Grammar is a description of the rules that govern how a language's sentences are formed .

The eighteenth century was a productive period for the development of English grammar. It was a time when the language had attained respectability as a medium for the arts and letters. It was also a time when English was being used in the sciences. British intellectuals took pride in their language and wanted to provide it with legitimacy and stability. With the demise of Latin as an international language and with the rise of vernacular languages, the most common means of providing stability to a language was to have it regulated by an academy. The

² Thurnbury, S1997. About language, Cambridge: Cambridge university press

French and the Spanish had already established their language academies, but the British intellectuals decided against this move. What they decided instead was to provide the English language with the apparatus of scholarly study that was to be found among the language academies of other countries. They placed their emphasis on the creation of dictionaries, the writing of grammars, the development of rhetoric, and they attracted the best minds in England to assist them in these tasks. However, they fell short of creating an official academy. For example, Samuel Johnson published his Dictionary of the English Language in 1755 and created the foundations of Modern English lexicography. In 1761, Joseph Priestley wrote manuscript on *The Rudiments of English Grammar*, however, he was noted more for his work in chemistry rather than linguistics. The next year, Robert Lowth also produced a grammar, *A Short Introduction to English Grammar*. These early grammars were concerned with the propriety of language. These grammarians wanted to focus on what was considered to be correct language. Their grammar provided examples of proper language and included examples from such famous British authors as Shakespeare, Pope, and Milton. These authors helped to establish examples of good writing. The tradition of grammatical studies soon became a part of the school curriculum. Lindley Murray, an American lawyer, immigrated to Britain after the American Revolution and settled in Yorkshire. At the request of the teachers of the girl's school in York, he wrote his *English Grammar Adapted to the Different Classes of Learners* (1795). Evidently, the strong interest in the English language was no longer limited to intellectuals. It was now a driving concern among teachers of the language. By 1795, Murray published companion works to his grammar. These supplements consisted of exercise books on grammar which included such topics as the parsing of sentences, punctuation rules, prosody (the principles of versification), etymology (word origins), grammatical rules or syntax, and lessons on rhetoric (the art of writing). These books were very successful and became the standard texts for English grammar in England and in the United States. The text went through fifty editions and the supplements ran through one hundred and twenty editions.

American scholars began to realize how much their language different from those of England. It had its own sound system, its own prosody, it was laden with different loan words from numerous indigenous languages of North America, and it had its own patterns of usage. By 1828, Noah Webster developed the American Dictionary of the English Language in which he stressed American usage. Murray's model of classroom textbooks was soon imitated by American scholars who produced their own spelling books, readers, and grammars. Eventually, textbooks from England were excluded from the American textbook market. This new tradition in the United States was called "the language arts." By the end of the century, the language arts were further modified by Alonzo Reed and Brainerd Kellogg. They created a system of parsing sentences; they differentiated subjects from predicates, verbs and direct objects, and between a verb and the predicate nominative. One final comment on traditional grammarians that merit discussion is the work of George O. Curme. This American was one of the few North American scholars to contribute to the writing of English grammars. His work followed an historical orientation and in this regard it was similar to that of Jespersen's *A Grammar of the English Language*. It was supposed to emerge as three volumes. Only two of these have appeared in the United States, *Syntax* (1935) and *Parts of Speech and Accidence* (1931). This work ends the tradition of traditional grammar with its concern for linguistic propriety. These grammars were replaced by structural grammars, a tradition that is closely aligned with the rise of structural linguistics in Europe and in the United States. Before considering these grammars, it would be interesting to consider the use of Latin as the model upon which traditional grammars were based.

The study of words was a major concern among traditional grammarians. There are several reasons for this: One reason is that sentences are made up of words. Whenever grammarians parsed sentences, they ended up with words. The study of words was a natural consequence of sentential analysis. The second reason had to do with the parts of speech. Traditional grammarians were intrigued by the parts of speech because they that these words provided important insights into the

structure of grammar. The parts of speech are made up of words and morphology was a natural consequence of the practice of cataloging the parts of speech in language. The final reason why words study was important was due to the intense interest that traditional grammarians had for definitions. Everything had to have a definition. A noun, for example, was defined as the name of a person, place, or thing. What they were defining in this case, were words. Hence, the definition of a word became a major topic among traditional grammarians.

Here is an example of language in use: This is 2680239. We are not at home right now. Please leave a message after the beep. You will recognize it as an answerphone message. That is the kind of text it is. It consists of three sentences, which themselves consist of words, and the words (when spoken) consist of sounds. All language in use can be analyzed at each of these four levels: text, sentence, word and sound. These are the forms that language takes. The study of grammar consists, in part, of looking at the way these forms are arranged and patterned. For example, if you change the order of the sentences you no longer have a well-formed answerphone message:

Please leave a message after the beep. This is 2680239. We are not at home right now. Likewise, the order of words in each sentence is fairly fixed: Beep after a leave the please message. The same applies to the order of sounds in a word: peeb.

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.

Grammar communicates meanings - meanings of a very precise kind. Vocabulary, of course, also communicates meanings. Take this example: a ticket inspector on a train says: Tickets! Here there is little or no grammar - in the sense of either morphology or syntax. The meaning is conveyed simply at the lexical, or word level, tickets. Situational factors - such as the passengers' expectation that

the inspector will want to check their tickets - mean that the language doesn't have to work very hard to make the meaning clear.

Learners need to learn not only what forms are possible, but what particular forms will express their particular meanings. Seen from this perspective, grammar is a tool for making meaning. The implication for language teachers is that the learner's attention needs to be focused not only on the forms of the language, but on the meanings these forms convey. But what meanings do these grammatical forms convey? There are at least two kinds of meaning and these reflect the two main purposes of language. The first is to represent the world as we experience it, and the second is to influence how things happen in the world, specifically in our relations with other people. These purposes are called, respectively, language's representational and its interpersonal functions. In its representational role language reflects the way we perceive the world

1.2. Explaining method and implementing interactive methods of teaching grammar in teaching process

There is no doubt that English has become a universal language. Nowadays, English is used by at least one billion people around the world, either as a first or as a second language. Therefore, it is very much considerable to me to be a professional teacher who is aware of the modern methods of teaching English language as a foreign language. No one can ignore the need and the value of methods for teaching English as a foreign language or even as a second language. Students are different in their needs. Some students learn visually, others orally; others have shorter attention skills and all come from different backgrounds. To meet all their needs, it is necessary to use a wide range of methods. Some methods teacher may do with the help of different resources or create them by alone based at teaching experience. Teaching English as a Foreign Language is vital especially in the developing countries in which English is considered to be a foreign language. It is clear that people need better opportunities that they can only get with a good group of English. In other countries people who want to learn English have a great number of abilities to know this language. For teachers very important to listening good spoken English at your level of understanding will improve all aspects of your speaking, since we normally learn our first language by first listening and hearing it spoken by others. If you can understand English-language movies and programs, then listen to news and documentary programs, whose presenters tend to speak well. For easier work, practice listening to English instructional CDs, mp3s or computer software, at home or at a school language auditory. You can also find English-language radio, TV and instructional materials on the Internet. In the modern world we have much more opportunities to rich a language. Modern Methods of Teaching Listening Skills Effective, modern methods of teaching listening skills get everything from interactive exercises to multimedia resources. Listening skills are best learned through simple, understandable activities that focus more on the learning process than on the final product. Whether you are working with a large group of students or a small one,

you can use any of the following examples to develop your own methods for teaching students how to listen, write, read and speak well. There are many methods of teaching languages. Contribute insights that may be absorbed into the generally accepted mix. Methods for teaching English and grammar Uses of modern technology in classroom teaching is very useful for learners. There are a lot of capacities to make a teaching process easy and productive. Nobody can deny that technology has improved education. Educators have also dramatically adjusted their teaching methods in response to new technology over the years. Many schools now carefully consider cost and application when debating how to best use new technology. Most of the lessons are classical. As the result pupils who finish school cannot understand oral speech or have another problems with foreign language. But it can help to the teacher to improve the level of pupils and develop their knowledge It's Teacher-Centered Technology. Gadgets that are used strictly by teachers are designed to enhance presentations, help with book keeping or assist with outside communications. Projection devices have become more affordable and now are nearly standard in many classrooms. Interactive whiteboards, although still expensive, provide an instant interface between the classroom and cyberspace, allowing teachers to transform lectures into real-time multimedia presentations. They say³,sometimes it is difficult to teachers to learn how to use new technologies at lessons, but it should try and after some time it will be interesting for both teachers and children. Although providing laptops for every student in the classroom is still cost-prohibitive for most school districts, wireless mobile labs can be used in group projects. These devices connect directly to the school's Internet access, and the signal is relayed to laptops that can be distributed to students. Individual word processors are now also becoming more affordable as well as smaller, hand-held devices such as personal digital assistants that can be hot-synced to the teacher's technical tools for instance we can say it's their useful

³ Nutley S. Teaching children to read :Eight report of session 2014-2015

computer. - Advantages of Classroom Technology Gadgets in the classroom can create a more interesting, interactive environment that students are mostly already familiar with outside school, except in the poorest districts. If schools strive to keep current with technological trends and budget their priorities, then the learning that takes place becomes more relevant and meaningful to students. Computer literacy and knowledge of major software programs is no longer reserved for higher educational systems or special trade schools in today's society.

Disadvantages of Classroom Technology Besides being cost-prohibitive, the constant maintenance and upgrading of classroom technology can put a strain on time that should be devoted to teaching and learning. Also, not all teachers are as tech language as they should be, especially when it comes to solving hardware problems. Hiring tech specialists to work in school districts is difficult because the business world often offers more lucrative opportunities. Technology grants and charitable foundations exist for needy districts. Apple initially cornered the market on educational uses for technology because of its more user-friendly systems. Apple still is the preferred choice for many educators because of the discounts and special options it offers to its clients. Because of many crossover software packages that have been developed, Macintosh and Microsoft environments are gaining equal access into modern classrooms. Which platform educational decision-makers choose, the future remains unpredictable, and today's good buy may end up on tomorrow's junk heap of outdated technology.

Method you use for teaching listening keeps a few key instructional tips in mind that will help both you and your students to improve the learning process. One, keep your expectations simple, as even the most experienced listener would be unable to completely and accurately recall the entirety of a message. Two, keep your directions accessible and build in opportunities for students not only to ask clarifying questions, but also to make mistakes. Three, help students navigate their communication skills by developing activities appropriate to their skill and confidence level, and then strengthen their confidence by celebrating the ways in which they do improve, no matter how small. Methods of teaching reading at English lessons in this diploma

work presented some of the well-known modern methods of teaching English language. Method of using Audio Segments You can also teach listening skills through audio segments of radio programs, online material, instructional lectures and other audio messages. You should model this interactive listening process in class with your students, and then instruct them to repeat the exercise on their own way. First, tell students to prepare for listening by considering anything that they will want to learn from the plot of the audio segment. Once they have written down or shared these ideas, then play the audio segment, allowing the students to take notes if helpful. Then repeat this activity but instruct students to not take notes until the end of the audio segment. You can use shorter or longer audio segments, and you can choose more easy or more harder material for this type of exercise. This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach. New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context. Teaching points are determined by contrastive analysis between Level 1 and Level 2. There is abundant use of language laboratories, tapes and visual aids. There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native-like pronunciation. Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning. Hints for Using Audio-lingual Drills in Teaching 1. The teacher must be careful to insure that all of the utterances which students will make are actually within the practiced pattern. For example, the use of the verb “have” should not

suddenly switch to “have” as a main verb. 2. Drills should be conducted

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4. Use hand motions, signal cards, notes, etc. to cue response. You are a choir director.

5. Use normal English stress, intonation, and juncture patterns conscientiously.

6. Material should always be meaningful. If the content words are not known, teach their meanings.

7. Intersperse short periods of audio-segment (about 10 minutes) with very brief alternative activities to avoid difficulties and boredom.

8. Introduce the audio-segment in this way: a. Focus (by writing on the board, for example) b. Exemplify (by speaking model sentences) c. Explain (if a simple grammatical explanation is needed) d. Drill

9. Don't stand in one place; move about the room standing next to as many different students as possible to spot check their production. Thus you will know who to give more practice to during individual drilling.

10. Use the «backward buildup» technique for long and/or difficult patterns. - tomorrow - in the cafeteria tomorrow - will be eating in the cafeteria tomorrow - Those boys will be eating in the cafeteria tomorrow.

11. Arrange to present drills in the order of increasing complexity of student response. The question is: How much internal organization or decision making must the student do in order to make a response in this drill. Thus: imitation first, single-slot substitution next, then free response last. Using this method in some countries:⁴ This method is often used by teachers of primary school teachers and universities. Unfortunately, in the secondary and high school, this method is rarely used. The method is very well developed perception and understanding of a foreign language at the listening. Students can through listening material apply the acquired skills in life.

Audio-lingual method

The typical structure of a chapter employing the Audio-Lingual-Method usually standardized as follows: 1. First item was a dialog in the foreign language to be memorized by the student. The teacher would go over it the day before. 2. There were then some

⁴ Halliwell, Susan. Teaching English in primary classroom, 1992

questions in the foreign language about the dialog to be answered by the students in the target language 3. Often a brief introduction to the grammar of the chapter was next, including the verb(-s) and conjugations. 4. The mainstay of the chapter was «pattern practice», which were drills expecting «automatic» responses from the student(s) as a noun, verb conjugation, or agreeing adjective was to be inserted in the blank in the text or during the teacher's pause. The teacher could have the student use the book or not use it, relative to how homework was assigned. Depending on time, the class could respond as a chorus, or the teacher could pick individuals to respond. It was really a sort of «memorization». 5. There was a vocabulary list, sometimes with translations to the mother tongue. 6. The chapter usually ended with a short reading exercise. However, elements of the method still survive in many textbooks.

Method of using Video Materials Another helpful resource for teaching listening skills are video materials, including short sketches, news programs, documentary films, interview materials, and dramatic and comedic material. There are plenty of ideas to use when trying to teach English with the help of videos. For the young learners also appropriate use educational cartoons which can relax child and teach something new or repeat previous theme in a kid's way. As with audio materials, select the size and length of the video materials based on the skill level of your students. With your students, first watch the segment without any sound or without translation by yourself and discuss it together. Tell the students to identify what they think will be the content of the story that they watch. Then, watch the video material again, this time with sound, allowing students to take notes if helpful for their skill level. After the completion of the video materials, you can have students write a brief summary of the material, or you can take time to discuss as a group how the video material compares with the students' expectations.

1.3. Classroom activities that best facilitate learning

The type of classroom activities proposed in teaching grammar by interactive methods also implied new roles in the classroom for teachers and learners. Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning. And teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning. Teachers and materials writers have sought to find ways of developing classroom activities that reflect the principles of a communicative methodology. This quest has continued to the present, as we shall see later in the booklet. The principles on which the first generation of CLT materials are still relevant to language teaching today, so in this chapter we will briefly review the main activity types that were one of the outcomes of teaching through interactive ways Accuracy Versus Fluency Activities. One of the goals of teaching grammar is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns.

Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows:

Activities focusing on fluency:

-Reflect natural use of language

- Focus on achieving communication
- Require meaningful use of language
- Require the use of communication strategies
- Produce language that may not be predictable
- Seek to link language use to context

Activities focusing on accuracy

- Reflect classroom use of language
- Focus on the formation of correct examples of language
- Practice language out of context
- Do not require meaningful communication
- Control choice of language

According to the followings, they are examples of fluency activities and accuracy activities. ⁵Both make use of group work, reminding us that group work is not necessarily a fluency task.

Fluency Tasks. A group of students of mixed language ability carry out a role play in which they have to adopt specified roles and personalities provided for them on cue cards. These roles involve the drivers, witnesses, and the police at a collision between two cars. The language is entirely improvised by the students, though they are heavily constrained by the specified situation and characters. The teacher and a student act out a dialog in which a customer returns a faulty object she has purchased to a department store. The clerk asks what the problem is and promises to get a refund for the customer or to replace the item. In groups, students now try to recreate the dialog using language items of their choice. They are asked to recreate what happened preserving the meaning but not necessarily the exact language. They later act out their dialogs in front of the class.

Accuracy Tasks. Students are practicing dialogs. The dialogs contain examples of falling intonation in Wh-questions. The class is organized in groups of three, two students practicing the dialog, and the third playing the role of monitor. The

⁵ Widdson, Types of classroom activities. 1987

monitor checks that the others are using the correct intonation pattern and corrects them where necessary.

The students rotate their roles between those reading the dialog and those monitoring. The teacher moves around listening to the groups and correcting their language where necessary. Students in groups of three or four complete an exercise on a grammatical item, such as choosing between the past tense and the present perfect, an item which the teacher has previously presented and practiced as a whole class activity. Together students decide which grammatical form is correct and they complete the exercise. Groups take turns reading out their answers.

Teachers were recommended to use a balance of fluency activities and accuracy and to use accuracy activities to support fluency activities. Accuracy work could either come before or after fluency work. For example, based on students' performance on a fluency task, the teacher could assign accuracy work to deal with grammatical or pronunciation problems the teacher observed while students were carrying out the task. An issue that arises with fluency work, however, is whether it develops fluency at the expense of accuracy. In doing fluency tasks, the focus is on getting meanings across using any available communicative resources. This often involves a heavy dependence on vocabulary and communication strategies, and there is little motivation to use accurate grammar or pronunciation. Fluency work thus requires extra attention on the part of the teacher in terms of preparing students for a fluency task, or follow-up activities that provide feedback on language use.

While dialogs, grammar, and pronunciation drills did not usually disappear from textbooks and classroom materials at this time, they now appeared as part of a sequence of activities that moved back and forth between accuracy activities and fluency activities. And the dynamics of classrooms also changed. Instead of a predominance of teacher-fronted teaching, teachers were encouraged to make greater use of small-group work. Pair and group activities gave learners greater opportunities to use the language and to develop fluency.

Mechanical, Meaningful, and Communicative Practice. Another useful distinction that some advocates of CLT proposed was the distinction between three different kinds of practice – mechanical, meaningful, and communicative.

Mechanical practice refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using. Examples of this kind of activity would be repetition drills and substitution drills designed to practice use of particular grammatical or other items.

Communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example, students might have to draw a map of their neighborhood and answer questions about the location of different places, such as the nearest bus stop, the nearest cafe, etc. students' performance on a fluency task, the teacher could assign accuracy work to deal with grammatical or pronunciation problems the teacher observed while students were carrying out the task. An issue that arises with fluency work, however, is whether it develops fluency at the expense of accuracy. In doing fluency tasks, the focus is on getting meanings across using any available communicative resources. This often involves a heavy dependence on vocabulary and communication strategies, and there is little motivation to use accurate grammar or pronunciation. Fluency work thus requires extra attention on the part of the teacher in terms of preparing students for a fluency task, or follow-up activities that provide feedback on language use. While dialogs, grammar, and pronunciation drills did not usually disappear from textbooks and classroom materials at this time, they now appeared as part of a sequence of activities that moved back and forth between accuracy activities and fluency activities.

And the dynamics of classrooms also changed. Instead of a predominance of teacher-fronted teaching, teachers were encouraged to make greater use of small-group work. Pair and group activities gave learners greater opportunities to use the language and to develop fluency.

The distinction between mechanical, meaningful, and communicative

activities is similar to their activities⁶

Pre-communicative activities. Communicative activities.

Structural activities. Functional communication activities.

Quasi-communicative activities. Social interactional activities.

Functional communication activities require students to use their language resources to overcome an information gap or solve a problem (see below). Social interactional activities require the learner to pay attention to the context and the roles of the people involved, and to attend to such things as formal versus informal language.

Information-Gap Activities. An important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication, people normally communicate in order to get information they do not possess. This is known as an information gap. More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing, they will draw available vocabulary, grammar, and communication strategies to complete a task. The following exercises make use of the information-gap principle:

Students are divided into A-B pairs. The teacher has copied two sets of pictures. One set (for A students) contains a picture of a group of people. The other set (for B students) contains a similar picture but it contains a number of slight differences from the A-picture. Students must sit back to back and ask questions to try to find out how many differences there are between the two pictures. Students practice a role play in pairs. One student is given the information she/he needs to play the part of a clerk in the railway station information booth and has information on train departures, prices, etc. The other needs to obtain information on departure times, prices, etc. They role-play the interaction without looking at each other's cue cards.

⁶ Littlewood, Communicative Language Teaching. Cambridge university Press. 1981

Jigsaw activities. These are also based on the information-gap principle. Typically, the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice. The following are examples of jigsaw activities:

The teacher plays a recording in which three people with different points of view discuss their opinions on a topic of interest. The teacher prepares three different listening tasks, one focusing on each of the three speaker's points of view. Students are divided into three groups and each group listens and takes notes on one of the three speaker's opinions. Students are then rearranged into groups containing a student from groups A, B, and C. They now role-play the discussion using the information they obtained. The teacher takes a narrative and divides it into twenty sections (or as many sections as there are students in the class). Each student gets one section of the story. Students must then move around the class, and by listening to each section read aloud, decide where in the story their section belongs. Eventually the students have to put the entire story together in the correct sequence.

Many other activity types have been used in CLT, including the following:

Task-completion activities: puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.

Information-gathering activities: student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.

Opinion-sharing activities: activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse.

Information-transfer activities: These require learners to take information that is presented in one form, and represent it in a different form. For example,

they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

Reasoning-gap activities: These involve deriving some new information from given information through the process of inference, practical reasoning, etc.

For example, working out a teacher's timetable on the basis of given class timetables.

Role plays: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

Emphasis on Pair and Group Work. Most of the activities discussed above reflect an important aspect of classroom tasks in CLT, namely that they are designed to be carried out in pairs or small groups. Through completing activities in this way, it is argued, learners will obtain several benefits:

- They can learn from hearing the language used by other members of the group.
- They will produce a greater amount of language than they would use in teacher-fronted activities.
- Their motivational level is likely to increase.
- They will have the chance to develop fluency.

Teaching and classroom materials today consequently make use of a wide variety of small-group activities.

Since the language classroom is intended as a preparation for survival in the real world and since real communication is a defining characteristic of CLT, an issue which soon emerged was the relationship between classroom activities and real life. Some argued that classroom activities should as far as possible mirror the real world and use real world or "authentic" sources as the basis for classroom learning. Classroom activities should parallel the "real world" as closely as possible. Since language is a tool of communication, methods and materials should concentrate on the message and not the medium. The purposes of reading should be the same in class as they are in real life. Arguments in favor of the use of authentic materials include:

- They provide cultural information about the target language.
- They provide exposure to real language.
- They relate more closely to learners' needs.
- They support a more creative approach to teaching.

Others argued that it is not important if classroom materials themselves are derived from authentic texts and other forms of input, as long as the learning processes they facilitated were authentic. Critics of the case for authentic materials point out that:

- Created materials can also be motivating for learners.
- Created materials may be superior to authentic materials because they are generally built around a graded syllabus.

Authentic materials often contain difficult and irrelevant language. Using authentic materials is a burden for teachers. However, since the advent of CLT, textbooks and other teaching materials have taken on a much more "authentic" look; reading passages are designed to look like magazine articles (if they are not in fact adapted from magazine articles) and textbooks are designed to a similar standard of production as real world sources such as popular magazines.

Classroom materials typically make use of authentic texts to create interest and to provide valid models of language.

CHAPTER II. MODERN TECHNIQUES IN TEACHING COMMUNICATIVE GRAMMAR TO STUDENTS.

2.1. Deductive approach in teaching grammar to elementary and intermediate level language learners

First of all, here are two important definitions:

- a deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied
- an inductive approach starts with some examples from which a rule is inferred.

An example of deductive learning might be that, on arriving in a country you have never been to before, you are told that as a rule people rub noses when greeting one another, and so you do exactly that. An example of inductive learning would be, on arriving in this same country, you observe several instances of people rubbing noses on meeting so you conclude that this is the custom, and proceed to do likewise. In place of the terms deductive and inductive, it may be easier to use the terms rule-driven learning and discovery learning respectively.

The deductive (rule-driven) approach to language teaching is traditionally associated with Grammar Translation. This is unfortunate because Grammar-Translation has had a bad press. There are in fact many other ways of incorporating deductive learning into the language classroom. We shall be looking at some of these later in this chapter.

The reasons why Grammar-Translation has fallen from favour are worth briefly reviewing. Typically, a grammar-translation lesson started with an explanation (usually in the learner's mother tongue) of a grammar point. Practice activities followed which involved translating sentences out of and into the target language. The problem is that, since classes were taught in the students' mother tongue, there was little opportunity for them to practise the target language. What practice they got involved only reading and writing, and little attention was given to speaking, including pronunciation. Moreover, the practice sentences

were usually highly contrived and any texts that were used were treated solely as vehicles for grammar presentation.

However, it does not require a great deal of imagination to envisage a 'new, improved' version of Grammar-Translation in which many of its weaknesses have been righted. It is not the case, for example, that the whole lesson need be conducted in the students' mother tongue. Speaking (including work on pronunciation) and listening practice can easily be incorporated into the basic lesson framework, and the translation exercises could just as well involve authentic texts. What this approach does require is teachers with sufficient proficiency in both languages - the learners' language and the target language - to make it work. Needless to say, Grammar-Translation is not viable in multilingual classes.

It is important to stress that the deductive method is not necessarily dependent on translation. In fact, many popular student grammar practice books adopt a deductive approach, with all their explanations and exercises in English. For example: see the extract from Grammar Practice for Intermediate Students opposite.

Before looking at some examples of deductive (rule-driven) lessons, it might pay to summarise the arguments against and in favour of such an approach. To start with, here are some possible disadvantages:

Starting the lesson with a grammar presentation may be off-putting for some students, especially younger ones. They may not have sufficient metalanguage (i.e. language used to talk about language such as grammar terminology). Or they may not be able to understand the concepts involved.

Grammar explanation encourages a teacher-fronted, transmission-style classroom ; teacher explanation is often at the expense of student involvement and interaction. Explanation is seldom as memorable as other forms of presentation, such as demonstration. Such an approach encourages the belief that learning a language is simply a case of knowing the rules.

The advantages of a deductive approach are:

-It gets straight to the point, and can therefore be time-saving. Many rules - especially rules of form - can be more simply and quickly explained than elicited from examples. This will allow more time for practice and application.

-It respects the intelligence and maturity of many - especially adult - students, and acknowledges the role of cognitive processes in language acquisition.

-It confirms many students' expectations about classroom learning, particularly for those learners who have an analytical learning style.

-It allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.

This in turn depends on how user-friendly the rule is. What makes a rule a good rule? They offers the following criteria:⁷

Truth: Rules should be true. While truthfulness may need to be compromised in the interests of clarity and simplicity, the rule must bear some resemblance to the reality it is describing.

Limitation: Rules should show clearly what the limits are on the use of a given form. For example, to say simply that we use will to talk about the future is of little use to the learner since it doesn't show how will is different from other ways of talking about the future (e.g. going to).

Clarity: Rules should be clear. Lack of clarity is often caused by ambiguity or obscure terminology. For example: 'Use will for spontaneous decisions; use going to for premeditated decisions.' To which a student responded, 'All my decisions are premeditated'.

Simplicity: Rules should be simple. Lack of simplicity is caused by overburdening the rule with sub-categories and sub-sub-categories in order to cover all possible instances and account for all possible exceptions. There is a limit to the amount of exceptions a learner can remember.

Familiarity: An explanation should try to make use of concepts already familiar to the learner and students. Few learners have specialised knowledge of grammar,

⁷ Michael Swan, author of Teachers' and Students' Grammars

although they may well be familiar with some basic terminology used to describe the grammar of their own language (e.g. conditional, infinitive, gerund). Most learners have a concept of tense (past, present, future), but will be less at home with concepts such as deontic and epistemic modality, for example.

Relevance: A rule should answer only those questions that the student needs answered. These questions may vary according to the mother tongue of the learner. For example, Arabic speakers, who do not have an equivalent to the present perfect, may need a different treatment of this form than, say, French speakers, who have a similar structure to the English present perfect, but who use it slightly differently.

But rules are only one component of an explanation. Here, for example, is a procedure a teacher might use to give a grammar explanation (T = teacher; ST = student). In the right-hand column the different stages of the explanation are identified.

T: Right. The past perfect. (cueing)

T: The past perfect is formed from the past (rule of form) of the auxiliary 'have', plus the past participle.

T: For example, 'everyone had left', 'the film (examples) had started'.

T: So, what's the past perfect of 'they go'? (check) ST: 'They had gone.'

T: Good.

T: It is used when you are talking about the (rule of use) past, and you want to refer to an earlier point in the past.

T: For example, 'We were late. When we got (example) to the cinema, the film had already started.'

T: Did the film start after we arrived, at the (check) same time as we arrived, or before we arrived?

ST: Before.

T: Right.

T: So, it's like this. [draws] (illustration)

T: We arrived at this point in time (a). But I need to refer to an earlier point in the

past, when the film started, here (b).

What follows are some different approaches to rule-led teaching. Following sample lesson is a brief discussion of the principles that underpin it, and an evaluation in terms of its efficiency (the E-factor) and its appropriacy (the A-factor).

Sample lesson Lesson : Teaching articles using grammar worksheets (Upper intermediate).

Still within the framework of a rule-driven approach, the following procedure attempts to centre the teaching-learning process more on the students, with a view to a) giving them more responsibility for their learning, and b) providing more opportunities for real communication, even if the topic of conversation is grammar. The teacher has decided to deal with the English article system by dividing the class into groups and giving each group a different set of rules relating to article use.

Step 1

The teacher divides the class into three groups (or six or nine groups, depending on the class size), with three or four students in each group. She hands out an exercise sheet which requires students to complete the gaps in a text. Each gap represents a use of either the indefinite article (a, an) the definite article (the), or what is called the 'zero' article, that is, when no article is required before a noun, as in I like ice cream. Here is the beginning of the handout:

Articles

Complete the text by choosing the best word to complete the gap: a, an, the, or nothing. Sometimes more than one answer may be possible. If you are not sure about an answer, leave it: your classmates may be able to help you later.

Digestion

1 ___ food we eat must be changed by ___ body before it can be absorbed by ___ ___ blood and used to nourish ___ cells of body. ___ food is changed into ___ nourishment by ___ digestive system. ___ digestion begins in ___ mouth where ___ food is chewed into small pieces and mixed with 13 ___ saliva before being

She asks the groups to work on this exercise, and gives them five minutes to do this. She then hands out three grammar summaries: A, B and C. Each grammar summary gives different information about the article system in English. Summary A covers some rules about when to use the definite article, summary B has rules about the indefinite article, and summary C has rules about the zero article.

Each group 1 gets summary A. Each group 2 gets summary B, and each group 3 gets summary C. Note that the groups do not see the grammar summaries of the other two groups.

The teacher then asks the students to study their grammar summary and to use it to help them complete the exercise, again working as a group.

Step 2

Once the students have had a chance to use the grammar summaries to help them do the exercise, the teacher re-groups them in such a way that the new groups comprise members of each of the original groups. One way of organising this is to number the students in each group:

1 2 3 1 2 3 1 2 3

and then to ask three number 1s to form a group, three number 2s another group, etc:

1 1 1 2 2 2 3 3 3

In their new groups, the students are instructed to compare their answers to the exercise, and to share any information from their grammar summaries that might help the other members in their group to complete the exercise. They are encouraged to explain their grammar information, rather than simply show their classmates the grammar sheets.

Step 3

The teacher then checks the exercise in open class, asking learners to justify their answers by reference to the rules on their worksheets.

Discussion

This lesson is based on the belief that, given the right incentive, learners can teach

each other. To achieve this, it adopts the principle of the classic jigsaw activity. A jigsaw activity is an activity in which students have to do a task, but the information they need in order to do it is distributed amongst them in such a way that no one student has it all. This creates an information gap. Only through collaboration and the exchange of information can students complete the task. Such activities are a mainstay of communicative methodology. They are a way of contriving communicative interaction. Normally the jigsawed information relates to real-life tasks, such as arranging a meeting, or deciding who was responsible for an accident. In this lesson the information that has been jigsawed is grammatical. To complete the task (i.e. the grammar exercise) learners will need to share the information, which in turn will involve speaking English. They are learning about the language and getting communicative practice at the same time. In fact, studies of learners doing this kind of exercise suggest that they do exactly that: they do just as well when tested on the grammar as do students taught more traditionally, and they speak just as much as students doing meaning-focused (i.e. not grammar-focused) information gap activities.

2.2. Inductive approach in teaching grammar to language learners

As we discussed in the last part there are basically two ways in which a learner can achieve understanding of a rule: the deductive (rule-driven) path and the inductive (rule-discovery) path. In the former, the grammar rule is presented and the learner engages with it through the study and manipulation of examples. In an inductive approach, on the other hand, without having met the rule, the learner studies examples and from these examples derives an understanding of the rule. Both approaches can, of course, lead on to further practice of the rule until applying it becomes automatic. The inductive route would seem, on the face of it, to be the way one's first language is acquired: simply through exposure to a massive amount of input the regularities and patterns of the language become evident, independent of conscious study and explicit rule formulation. Induction, or learning through experience, is seen as the 'natural' route to learning, and, is strongly identified with methods of second language instruction that model themselves on first language acquisition, according to their ideas⁸, such as the Direct Method and the Natural Approach. These experiential methods of instruction share a basic assumption that language data (or input) is best processed inductively and without recourse to translation. They differ, however, in the position they take as to how best this input should be selected and organised. They also take different positions with regard to how and how often the teacher should intervene. At the non-intervention end of this spectrum is natural language acquisition - picking it up as you go along. After all, the most natural route to a second language bypasses the classroom altogether, and the best example of experiential learning is that of immersion in the foreign language speaking community. There are well-documented case studies of learners who have succeeded spectacularly in such a situation, just as there are as many studies of

⁸ Richards, Jack C., and Theodore Rodgers (2001). *Approaches and Methods in Language Teaching*. Second Edition. New York: Cambridge University Press.

learners who have failed dismally. While the results of these programmes are impressive, and have been used by theorists to support a 'zero-grammar' position, such as the Natural Approach, there are nevertheless significant gaps in the language competence of the learners who emerge from these programmes, suggesting that unfocused exposure to unorganised language data may not be in itself sufficient. Induction, to work best, it seems, requires more than random exposure: it needs the intervention of either the syllabus designer, the materials writer, or the teacher, or all three. A development of the 'I-am-walking' kind of Direct Method presentation, but which incorporated drill routines borrowed from Audiolingualism was the generative situation, a popular procedure in British language schools from the 1960s on (and associated with an approach that is sometimes called Situational Language Teaching). A generative situation is a situation which the teacher sets up in the lesson in order to 'generate' several example sentences of a structure. Here, for example, is a situation from English in Situations designed to present say with reported speech⁹: A factory needs workers. Yesterday Bill read their advertisement in the paper. It said these things. "We are a very large firm, pay very high wages, and have a good pension-scheme." Bill is at the factory today. He now knows that all those things are not true. At this moment he is saying these things to the manager: "YOU SAID YOU WERE A VERY LARGE FIRM but you are really a small one! YOU SAID YOU PAID HIGH WAGES but they are really very low. YOU SAID YOU HAD A GOOD PENSION SCHEME. You really haven't one at all."

We should notice that the situation generates three examples of the targeted structure.

In the introductory notes to the teacher, the rationale for this kind of presentation is summarised by the author: 'Class must have chance to gain insight into when to use pattern. Situations represent typical instances. From these, they can generalise about use of pattern. Teacher may also decide to give formal rule.'

⁹ O. Neill, Oxford University Press, 1970

However, this is not enough in itself ... Formal rules can be helpful but cannot be substituted for student's own insight.'

You will note that an explicit rule statement is now tolerated. This was not the case with either the Direct Method or Audiolingual approaches. This reflects a sea change in thinking that was precipitated by Noam Chomsky's claim that language, rather than being a habit structure, was instead rule-governed creativity. Greater tolerance of rules marked a return to a more cognitive approach to language teaching, which had until then been associated only with Grammar-Translation. Second language learning, far from being a kind of conditioned reflex, was once again regarded as a conscious intellectual endeavour.

Meanwhile, developments in educational theory were promoting the value of what came to be known as discovery learning. The principle underlying discovery learning is that, in the words of Pascal, several centuries earlier: 'People are generally better persuaded by the reasons which they themselves have discovered than by those which have come into the minds of others'.

Discovery learning involves cycles of trial and error, with guidance and feedback provided by the teacher. As an example, learners might be set this problem:

Chris has lived in Cape Town for ten years.

They are then invited to choose for or since to complete the following sentences:

1. Anna has been married _ seven years.
2. Jeff has been studying French__ 1990.

This is fairly straightforward. The next three test items, however, challenge the learner to refine their initial hypotheses, since the clues are not so easy to interpret:

3. Chris and Jim have been together _____ a long time.
4. I have been living here _____ last summer.
5. They have been going out together _____ they met five weeks ago.

A wrong answer to any of these examples requires the learner to look more closely at the examples to see what the conceptual difference is between sets a and b. An important element in this sequence is the 'up the-garden-path' procedure, whereby learners are 'tricked' into misapplying their developing rule systems, thereby

getting negative feedback which in turn forces them to re-think their initial hypothesis. Thus, learners who have formulated the rule that *for* is used with time expressions involving numbers and units (ten years, six months), may be misled into answering 4 and 5 with *for*. By provoking this kind of error, a guided discovery approach forestalls the learners' natural tendency to stick with their first - usually quick-and-easy - hypothesis. The learner needs to know not only that *Jeff has been married for four years* is right, but that *I have been living here for last summer* is not.

The principles of the guided discovery approach were originally intended for self-instruction as a part of the kind of programmes which were used in language laboratories. They were soon adapted for classroom use, and coursebooks promoting an inductive approach to language learning are now more or less standard. An example of an inductive presentation of the present simple from *New Wave 1* is shown opposite.¹⁰

Successfully inferring patterns and rules from the study of language data depends not only on how the data is organised, but on the quality and quantity of the data itself. With the advent of large computerised databases of language (called corpora) the possibilities of an inductive approach have been amplified enormously. Not only do we now have available a larger and more representative range of examples, but the pattern-seeking can be done more reliably and much, much more rapidly. Corpus data are particularly useful in computing the frequency and typical co-occurrences of individual words. A concordance is a collection of the instances of a word or phrase, organised in such a way as to display its immediate linguistic environment. This concordance throws up one or two interesting facts, not least that (for this writer anyway) the word data can be used with both singular and plural verb forms (the data is organized ; Corpus data are ...)

Rules learners discover for themselves are more likely to fit their existing mental structures than rules they have been presented with. This in turn will make the

¹⁰ Willis J. *Teaching English through English* London: Longman, 1981.

rules more meaningful, memorable, and serviceable.

The mental effort involved ensures a greater degree of cognitive depth which, again, ensures greater memorability.

Students are more actively involved in the learning process, rather than being simply passive recipients: they are therefore likely to be more attentive and more motivated.

It is an approach which favours pattern-recognition and problem-solving abilities which suggests that it is particularly suitable for learners who like this kind of challenge.

If the problem-solving is done collaboratively, and in the target language, learners get the opportunity for extra language practice. Working things out for themselves prepares students for greater self reliance and is therefore conducive to learner autonomy.

The disadvantages of an inductive approach include:

The time and energy spent in working out rules may mislead students into believing that rules are the objective of language learning, rather than a means.

The time taken to work out a rule may be at the expense of time spent in putting the rule to some sort of productive practice. Students may hypothesise the wrong rule, or their version of the rule may be either too broad or too narrow in its application: this is especially a danger where there is no overt testing of their hypotheses, either through practice examples, or by eliciting an explicit statement of the rule. It can place heavy demands on teachers in planning a lesson. They need to select and organise the data carefully so as to guide learners to an accurate formulation of the rule, while also ensuring the data is intelligible.

However carefully organised the data is, many language areas such as aspect and modality resist easy rule formulation.

An inductive approach frustrates students who, by dint of their personal learning style or their past learning experience (or both), would prefer simply to be told the rule.

Research findings into the relative benefits of deductive and inductive methods

have been inconclusive. Short term gains for deductive learning have been found, and there is some evidence to suggest that some kinds of language items are better 'given' than 'discovered'. Moreover, when surveyed, most learners tend to prefer deductive presentations of grammar. Nevertheless, once exposed to inductive approaches, there is often less resistance as the learners see the benefits of solving language problems themselves. Finally, the autonomy argument is not easily dismissed: the capacity to discern patterns and regularities in naturally occurring input would seem to be an invaluable tool for self-directed learning, and one, therefore, that might usefully be developed in the classroom.

2.3. Teaching grammar to learners through games

Well, while some people may still teach grammar in this method, there is a movement towards teaching grammar with games. Just imagine your class when you announce that it's time for a grammar lesson and instead of moans and whining, you get smiles and excitement. It's possible and believe it or not, teaching grammar with games will still be as effective, if not more effective, as just teaching them through repetitive writing and rewriting.. They say¹¹, «Games and problem-solving activities...have a purpose beyond the production of fluently speech, and are examples of the most preferable communicative activities.” Additionally, games have the advantage of allowing the students to “practice and internalize vocabulary, grammar and structures extensively.” They can do this through repeated exposure to the target grammar and because students or we can say learners are often motivated to play games than they are to do deskwork. In addition to this, during the game, the students are focused on the activity and end up absorbing the grammar subconsciously. While games are motivating for learners, probably the best reason according to their ideas, to use games is that “the use of such activities both increases the cooperation or competition in the classroom.” Indeed games can be used to add excitement through competition or to create bonding between the students, and between the students and teacher. The theory of intrinsic motivation may also give some insight as to why teaching grammar by games actually works. Intrinsic motivation refers to the internal factors that encourage us to do something. Many parts of young learners will not internally decide that they want to learn grammar. They don't yet understand the concepts of why it's important to know proper grammar, so these external factors won't affect them much either. Instead, intrinsic motivation can encourage them playing games. If these games are good then they will be learning while they are

¹¹ Teaching the Alphabet Games and Activities,2008

playing. They explain ¹²how this theory works. The theory of intrinsic motivation may also give some insight so to why teaching grammar through games actually works. Intrinsic motivation refers to the internal factors that encourage us to do something. Most young learners will not internally decide that they want to learn grammar. They don't yet understand the concepts of why it's important to know proper grammar, so these external factor won't affect them much either. Instead, intrinsic motivation can encourage them to play games. If these games are good then they will be learning while they are playing. What kind of games are the best? Well, when you are looking for games to use in your lesson, don't just pick something to be a "time filler" that does not have any linguistic purpose. These games may entertain the students but when you don't have much time with them each day as it is , you want your game to do double duty to get the most out of the time you spend playing games. If the game is simply for fun and not linked to educational goals it may not be the best use of your time. It is possible to have a fun game that is educationally sound, however.02

Tips for using grammar games in class successfully.

Organization. First thing you should do when start teaching a preschool or elementary school ESL class is to figure out how to organize your class. For the younger students you will want to change your activities every five to ten minutes because they have shorter attention spans. If you don't change your activities, they will soon start losing interest. As you get towards the higher elementary grades, you can expand the time you spend per activity. The best way to to gauge this is to pay attention to your class for the first few days to see what length of time works the best for them. Additionally, try to have everything ready to go before the students enter the classroom. That way you can go from activity to activity with minimal downtime. This

¹² Joel Bacha, author of "Play and Affect in Language Learning"

is essential as you can lose control of the class if you do not keep them occupied.

Expectations. If you notice that your class is getting noisy or rambunctious, it's time to change activities. Kids of this age like to be active; in order to balance out the energy levels in the class room, alternate between active activities and quiet activities. Be careful how you use activities that require fine motor skills-or more importantly pay attention to your expectation for activities that require fine motor skills. Children in preschool and early elementary are just learning to write in their own languages. This is not the best time to expect them to write in a foreign language as well

CHAPTER III. THE RESULT OF TEACHING ENGLISH GRAMMAR BY INTERACTIVE METHODS

3.1. Effective use of interactive methods in teaching English Grammar

Interactive Teaching Lesson Plan template

<p>Teacher: Lesson title/topic: Learning objectives for students: Resources to be used (ICT and non-ICT): No. and size of groups:</p>	<p>Grade: Duration: mins.</p>
<p>Lesson plan (methodology)</p>	
<p>Learner activity</p> <p>Introductory activity</p> <p>Main body of lesson (in steps):</p>	<p>Teacher activity</p> <p>Introductory activity (e.g. finding out what students know or remember): Questions:</p> <p>Main body of lesson : Questions:</p>

Plenary activity	Plenary activity (e.g. seeing who has understood what, groups presenting, etc.): Questions:
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Notes / special needs / differentiation for different pace groups or learners

Observing, thinking, reflecting (15 min): Watching video clips of an interactive lesson. Watch the following 4 clips to see how the activities in that lesson are sequenced. (A couple of these you have already seen, the other two are new).

Whole class dialogue (10 min) on these videos, adding useful notes to the completed lesson template. Discuss these clips at the end; how did the teacher build up the sequence of activities? Look at her lesson plan again and add any useful notes for reference when planning your own interactive lessons. Notice how the teacher gives the children time to think before the brainstorm; she is very patient! This is called “wait time” and can be used any time when learners are asked a question or given a challenging task. Rather than jumping in to tell them an answer, it allows uncertainty and encourages deeper thinking.

This lively activity will reinforce the concepts of verb and adverbs.

Before the Lesson
Create two sets of cards; each set should be on a different colored paper. Make at least one card per student in each color. Index cards or paper cut to 3 x 5 inches works well.

- Create a set of verb cards on cards of one color, at least one verb card per student. (See a sample verb list at the bottom of this section.)
- Create a set of adverb cards on cards of another color. (See a sample adverb list at the bottom of this section.)
- Stack the verb cards upside down in one pile; stack the adverb cards in another pile.

The

Lesson

This game can be played as a whole class or with the class divided into teams. (See team instructions below.) One at a time, have each student come up to the front of the class and draw a card from the stack of verb cards. Then the student must act out, or "pantomime," the word on the card.

The other students call out the word the student is acting out. The first person to call out the correct verb earns 1 point.

Then the same student who pantomimed the verb chooses and then acts out the word on his or her adverb card. The student must act it out as it relates to the verb that was just pantomimed.

As the student pantomimes his or her verb/adverb combination, others call out guesses for the adverb. When somebody guesses the correct adverb, that person earns 2 points.

Use this activity to instruct students about the role of adverbs: Adverbs modify or limit the action (verb) that is taking place in a sentence; adverbs provide more specific information about how that action is being carried out. For example, eating is an action everyone can visualize. But the action of eating can be carried out in many different ways. Eating swiftly creates a very different visual image than the image you get of someone eating thoughtfully or noisily or greedily. Each of those adverbs modifies the verb eating in a different way.

Part of the fun of this game is that the verb-adverb combinations students draw from the stacks of cards don't always fit together. For example, a student might have to act out eat suspiciously or scream calmly.

Playing the Game in Teams

Students also can play the game in two or more teams. If playing in teams, you will want to alternate students, calling one student from each team before calling a second student from any team. You might give each student's team the first chance to guess the verb and adverb he or she is acting out. If a teammate does not guess the word by the end of a set time limit, then anyone on another team can call out the word and win those points.

Verb

List

Following is a list of verbs that might be included in your set of cards. This list is only a "starter" list. Feel free to add to it or subtract from it:

Argue	Attack	Carry	Celebrate
Clean	Climb	Count	Cry
Cut	Dig	Drink	Drive
Drop	Eat	Enjoy	Examine
Fall	Fight	Fold	Grab
Jump	Kick	Kiss	Knock
Laugh	Lead	Leave	Listen
Open	Paint	Perform	Play
Point	Pray	Run	Scream
search	Shout	Shake	Shut
sing	Sleep	Speak	Step
study	Sweep	Talk	Taste
teach	Think	Threaten	Throw
touch	Walk	Wash	Wave
wipe	Work	Worry	Write

Adverb

List

Following is a list of adverbs that might be included in your set of cards. This list is only a "starter" list. Feel free to add to it or subtract from it:

Accidentally	Angrily	Anxiously	Badly
Blindly	Bravely	Briefly	Busily
Calmly	Carelessly	Cautiously	Courageously
Doubtfully	Easily	Elegantly	Enthusiastically
Fiercely	Foolishly	Frantically	Gently
Gladly	Gracefully	Greedily	Happily
Hastily	Hungrily	Innocently	Inquisitively
Lazily	Loudly	Madly	Merrily
Mysteriously	Neatly	Nervously	Noisily
Obnoxiously	Politely	Quickly	Quietly
Rapidly	Recklessly	Reluctantly	Rudely
Sadly	Selfishly	Seriously	Shyly
Silently	Sleepily	Slowly	Solemnly
Speedily	suspiciously	Swiftly	Thoughtfully
Victoriously	Violently	Wearily	Wildly

Added

Note

You will also want to take time to introduce the idea that adverbs -- words that modify (or qualify or limit verbs) do not always end in the suffix ly. The following words are among the most common adverbs that do not end in ly.

Afterwards	Almost	Even	Far
Fast	Less	More	Never
Not	Often	Seldom	Soon

Tomorrow	Too	Very	Well
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Assessment

Given ten sentences, students will circle correctly the adverb(s) in each sentence.

Lesson plan-Different use of “like”

The correct use of "like" is of fundamental importance in many basic questions. The fact that these questions use "like" as a verb or a preposition can further complicate the issue. This lesson focuses on helping students identify the principal uses of "like" in question forms and some of the problem areas concerning these questions.

Aim: Improving the understanding of the various uses of "like"

Activity: Matching activity followed by oral comprehension activity.

Level: Pre-intermediate to intermediate

Outline:

- Ask students the following questions quickly, make sure to alternate questions often: What would you like?, What do you like?, What are you like?, What do you look like?, How are you? - change subjects often, especially with the last question.
- Write the questions on the board and ask students what the function of "like" is in each - verb or preposition.
- Discuss the differences between the various questions.
- Have students complete the matching activity, matching questions with answers.
- Correct activity in class. Review any problem areas.
- Have students do the oral exercise (or read each answer from the oral comprehension section yourself). Ask students to ask an appropriate question (i.e., What does he look like?)
- Repeat the first activity. Make sure to alternate questions and subjects quickly.

Various

Uses

of

"Like"

For each answer choose the correct question.

What does he look like?

Fantastic. They played for more than 3 hours.

What does she like?

He's doing well, thank you.

What would you like?

He's tall, dark and handsome.

How is he?

Playing golf, reading and going to the cinema.

What's she like?

A steak, please.

What was it like?

Very interesting, she has travelled all over the world.

Ask the right question with "like" Read the following sentences aloud and ask your partner to ask an appropriate question.

- Oh, she is very interesting. She is very involved in community activities and loves the outdoors.
- He's fine, thank you.
- Just awful, it hasn't stopped raining for the last three days.
- Reading science fiction, watching classic films on late night tv.
- Very pretty, she's got short blond hair, blue eyes and a usually wears jeans and a t-shirt.
- A beer, if that's no problem.
- He's quite the entertainer. He loves having people over for dinner.
- It can be spicy AND sweet. It's delicious.
- It's a painting of a countryside with lots of flowers in the foreground.
- He can be difficult at times.

Answers

- What's she like?
- How is he?

- What's the weather like?
- What does she like doing?
- What does she look like?
- What would you like?
- What's he like? OR What does he like doing?
- What's it like?
- What does it look like?
- What's he like?

3.2 Some activities which belong to teaching English grammar



In the chart I tried to show the most important components of a good lesson plan of a teacher. Here I would like to emphasize such points as:

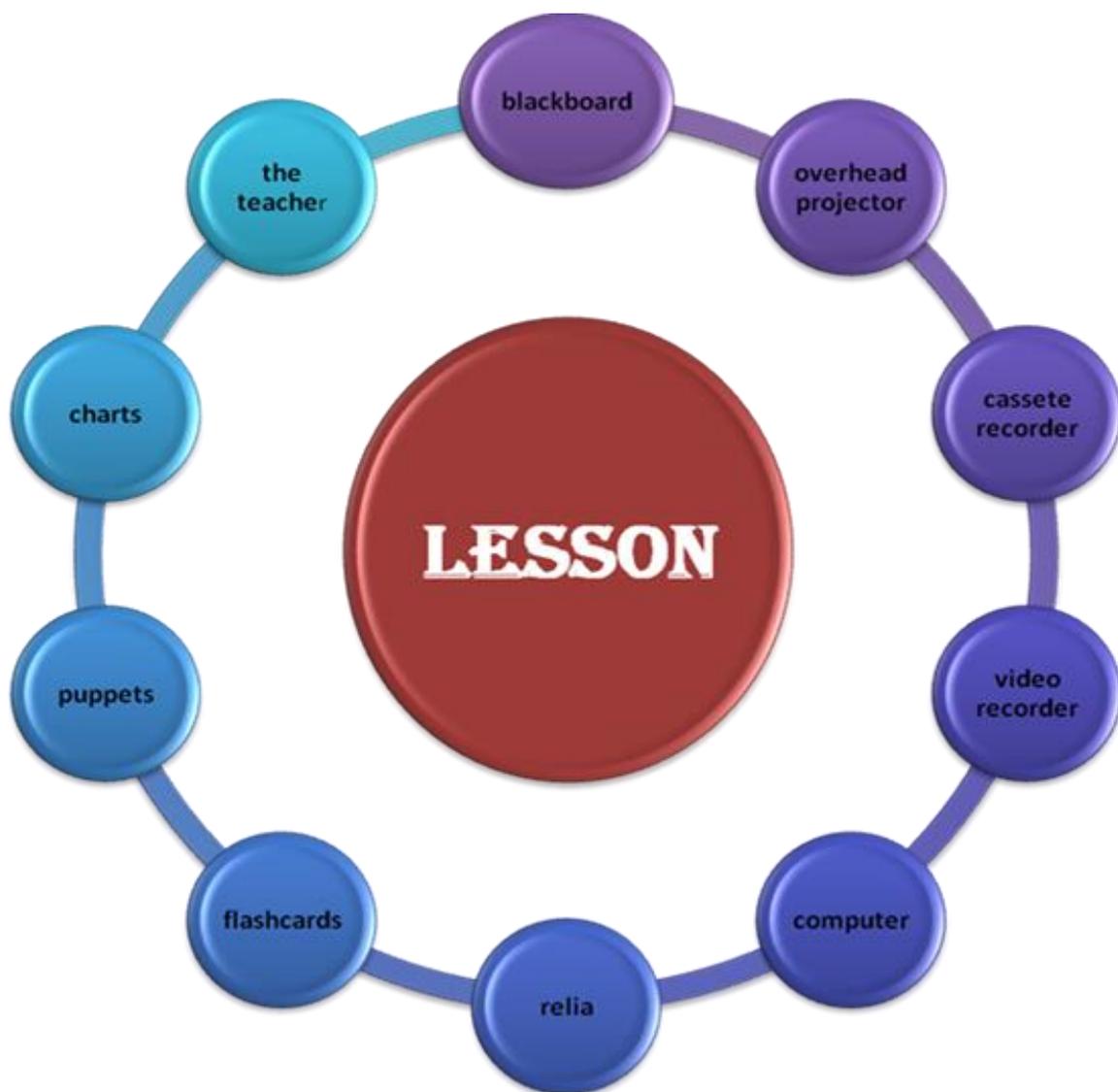
✓ **To be able to put a clear objectives and aims-**

what we want learners to learn or to be able to do by the end of the lesson. Besides, teachers should also take in to consideration subsidiary aims, personal aims and assumptions. These concepts lead to the main aim and help us to reach the objectives of the lesson.

✓ **Procedure should be properly organized.**

Teacher should make appropriate tasks and activities for each stage. Pre, while and post activities should contain suitable but different tasks. I strongly recommend to organize tasks in the form such testing types:

- Matching;



Present days interactive teaching methods require using all possible modern technologies, teaching equipment and techniques while having a lesson. Therefore modern teacher should use all the aids those are displayed in the chart above.

- Aids that teacher can prepare in advance ,like charts ,flashcards and transparencies for overhead projector ,will help teacher to make sure that the lesson procedures match her aims.

- **Realia** is very useful and easy aid,the objects that can be easily bring into the classroom and can be used to teach vocabulary, grammatical structures, for building dialogues and narratives, for games and quizzes. They include *cards, menus, timetables, leaflets.*

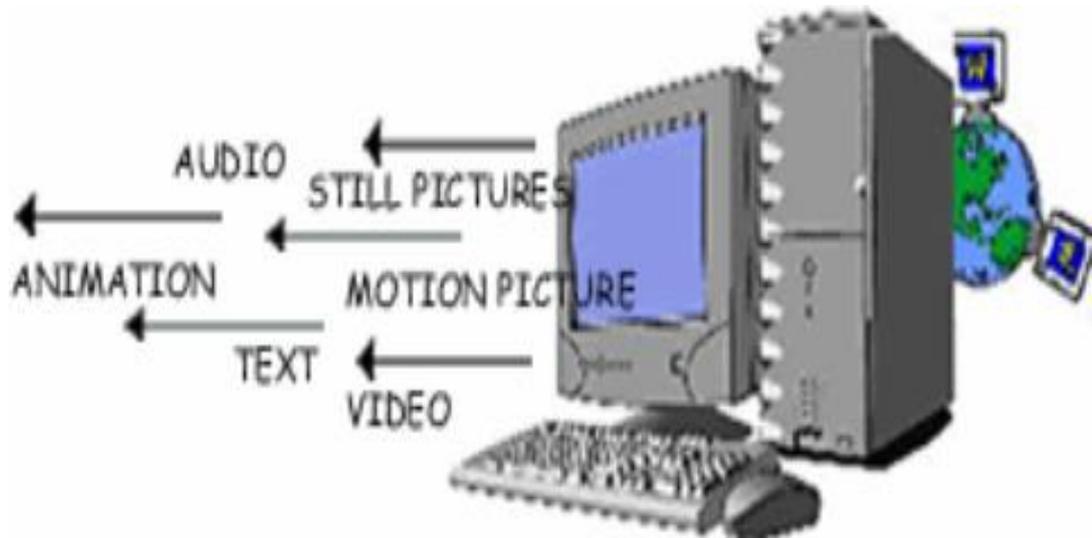
- **“Using Multimedia”**

- Multimedia- is the combination of various digital media types such as **text, images, audio and video, into an integrated multi-sensory** interactive application or presentation to convey information to an audience. Traditional educational approaches have resulted in a mismatch between what is taught to the pupils and what the industry needs.

- I recommend to focus on using **multimedia technology** as an innovative teaching and learning strategy in a **problem-based** learning environment by giving the pupils a multimedia project to train them in this skill set.

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- Look at the picture



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- Besides, it is also possible to use online MS power point presentations, Graphics and Flash Slide, Show Software

- **“Choosing mode of interaction”**

- Choosing appropriate mode of interaction is very important in completing the tasks for learners. Using various interactions for different tasks can enlarge pupils outlook, improve critical thinking and especially it is very necessary for making friendly atmosphere and for building community in the classroom. I guess each task at the lesson should have various modes of interaction as it is very useful strategy. Mostly it could be either:

Conclusion

Teaching English and grammar require knowledge of different learning styles and methodologies successfully to reach every student in the classroom. Sometimes called “differentiation,” using many different teaching methods appeals to the widest possible range of students and helps improve comprehension and self-confidence by finding their strengths and expanding on them. There are many ways to teach English, but it is cumbersome to find a perfect way to teach. Maybe it is impossible to find the perfect and easy way to teach. However, as we would consider ourselves as decent educators, we just have to find effective ways to teach English well. It will be ludicrous to say that native speakers of English are the best English teachers. Just because one can speak English well, does not mean that he/she is an excellent English teacher. If you teach English as a Second Language (ESL), it is very important to carry out activities in the target language, in this case, English. If students have questions, try explaining a topic again with different words or simpler speech. Communicating in the target language helps students realize how much they know and helps them learn to use the language, even if they have very little understanding of it to begin with. You can also use the immersion method by having other students in class explain directions or tell a story in the target language and taking questions from their peers. Sometimes talking to a classmate is less pressure for students than asking questions of the teacher. These pertain to visual memory, which is considered especially helpful with vocabulary retention. Learners remember better the material that has been presented by means of visual aids. Visual techniques lend themselves well to presenting concrete items of vocabulary-nouns; many are also helpful in conveying meanings of verbs and adjectives. They help students associate presented material in a meaningful way and incorporate it into their system of language values. The ability to communicate effectively in any situation involves the skills of listening and responding appropriately to messages. It also includes the ability to perform language functions effectively. This is often referred to as communicative competence. People with good communication skills have a better chance of success in both the

workplace and life in general. As language teachers, we must be proficient in oral and written communication, as very often we are the only role models for our students. This module on communicative grammar seeks to equip you with strategies and activities to develop communicative competence in your students, which can be defined as language use for meaningful communication marked by fluency, as well as grammatical appropriateness.

The goal of grammar instruction is to enable students to carry out their communication purposes. This goal has three implications:

- Students need overt instruction that connects grammar points with larger communication contexts.
- Students do not need to master every aspect of each grammar point, only those that are relevant to the immediate communication task.
- Error correction is not always the instructor's first responsibility.

In the communicative competence model, the purpose of learning grammar is to learn the language of which the grammar is a part. Instructors therefore teach grammar forms and structures in relation to meaning and use for the specific communication tasks that students need to complete. At all proficiency levels, learners produce language that is not exactly the language used by native speakers. Some of the differences are grammatical, while others involve vocabulary selection and mistakes in the selection of language appropriate for different contexts.

In responding to student communication, teachers need to be careful not to focus on error correction to the detriment of communication and confidence building. Teachers need to let students know when they are making errors so that they can work on improving. Teachers also need to build students' confidence in their ability to use the language by focusing on the content of their communication rather than the grammatical form.

Teachers can use error correction to support language acquisition, and avoid using it in ways that undermine students' desire to communicate in the language, by taking cues from context. Like reading and listening, writing and speaking are an important part of English and grammar development. Sometimes referred to as

productive skills, writing and speaking require students to demonstrate their understanding of class material in the target language. Writing is usually the most difficult skill for students to demonstrate because of the pressure to use grammar and punctuation correctly. With beginners, provide a sentence with the words out of order. Ask them to rewrite sentences in the correct order with appropriate capitalization and punctuation. With more advanced students, discuss current events and have them respond in a short essay or ask them to write a response to a reading passage. Speaking can be tested in graded class discussions or in oral tests on a predetermined topic between the teacher and one or two students. Once they finish, put two pairs together and have them discuss their answers. The purpose of this stage is to find any logical inconsistencies and fix them by supplying additional explanations. The students can form new groups and continue in the same way until they are satisfied with the outcome that they can then present.

Communicative language teaching Communicative language teaching, also known as the Communicative Approach, emphasizes interaction as both the means and the ultimate goal of learning a language. Despite a number of criticisms it continues to be popular, particularly in Europe, where constructivist views on language learning and education in general dominate academic discourse. [6, c. 4] Although the 'Communicative Language Teaching' is not so much a method on its own as it is an approach. The term «Communicative Language Teaching» (CLT) means different things to different teachers. To some teachers, it simply means a greater emphasis on the use of the target language in the classroom, and in particular, a greater emphasis on orality. To other teachers, communication entails the exchange of unknown information between interlocutors. And finally, some teachers understand communication in the most global, anthropological terms, that is, as a cultural-bond system for making meaning. Despite their various definitions of CLT, all the module instructors seem to advocate for a communicative approach. The Communicative Method is in reality an umbrella term — a broad approach rather than a specific teaching methodology, and has now become the accepted 'standard' in English language teaching. Communicative Language Teaching is a

natural follow-on from the reaction during the 70s against previous methods which over-focused on teaching grammatical structures and template sentences, and which gave little or no importance to how language is actually used practically. The Communicative approach emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics. Therefore, the understanding of the second language is evaluated in terms of how much the learners have developed their communicative abilities and competencies. In essence, it considers using the language to be just as important as actually learning the language.

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