

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС  
ТАЪЛИМ ВАЗИРЛИГИ**

**ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ**

**ИНГЛИЗ ТИЛИ ЛЕКСИКОЛОГИЯСИ КАФЕДРАСИ**

**Шамсиев Достонжон Абдиразоқович**

инглиз тили 2- факультети 409 А - гуруҳ

**ИНГЛИЗ ТИЛИ ГРАММАТИКАСИНИ ЎҚИТИШДАГИ ИНТЕРАКТИВ  
МЕТОДЛАР**

**5220100 – филология ва тиллар ўқитиш (инглиз тили) таълим  
йўналиши бўйича бакалавр даражасини олиш учун**

**БИТИРУВ МАЛАКАВИЙ ИШИ**

**“ҲИМОЯГА ТАВСИЯ ЭТИЛАДИ”**

Инглиз тили лексикологияси кафедраси

муздари \_\_\_\_\_ Ж. Матякубов

2015 йил “ \_\_\_\_ ” \_\_\_\_\_

**ИЛМИЙ РАҲБАР:**

\_\_\_\_\_ Г.Турсунова

2015 йил “ \_\_\_\_ ” \_\_\_\_\_

Тошкент 2015

**MINISTRY OF HIGHER AND SECONDARY SPECIAL EDUCATION OF  
THE REPUBLIC OF UZBEKISTAN**

**THE UZBEK STATE WORLD LANGUAGES UNIVERSITY**

**THE ENGLISH LEXICOLOGY DEPARTMENT**

**Shamsiyev Dostonjon Abdirazakovich**

English faculty- 2 group- 409 A

**QUALIFICATION PAPER**

**INTERACTIVE METHODS IN TEACHING ENGLISH GRAMMAR**

**5220100-Philology and teaching languages (The English Language) for  
granting the bachelor's degree**

**THE QUALIFICATION PAPER  
IS ADMITTED TO DEFENSE**

The head of the English Lexicology

Department \_\_\_\_\_ Matyakubov J.

2015 “ \_\_\_\_\_ ” \_\_\_\_\_

**SCIENTIFIC ADVISOR:**  
\_\_\_\_\_ G.Tursunova

2015 “ \_\_\_\_\_ ” \_\_\_\_\_

**TASHKENT-2015**

## Content

### **Chapter one. Grammar teaching through ELT context**

- 1.1. Grammar Through Approaches and Methods.....
- 1.2. Grammar Teaching and Practice.....
- 1.3. Grammar and its types.....
- 1.4. Approaches and Procedures in Teaching Grammar in EFL/ESL Context...

### **Chapter two. Major methods and principles of teaching grammar**

- 2.1. The Grammar Translation method.....
- 2.2. The Direct Method.....
- 2.3. The Audiolingual Method.....
- 2.4. Grammar explanations as used in the major methods.....

### **Chapter three. The practical basis of teaching English grammar with interactive methods**

- 3.1. Various Grammar Teaching Techniques.....
- 3.2. The adequacy in using games.....
- 3.3. Learning grammar through games.....
- 3.4. Types of Exercises for the Assimilation of Grammar.....

**Conclusion.....**

**The list of used literatures.....**

## Introduction

The given qualification papers is devoted to the study of Interactive methods in teaching English grammar.

Thanks to the independence gained by our republic, lots of positive changes have taken place in our life. With political economic and social development and foreign relations of the country, the demand for foreign languages and translation has risen rapidly for the last decade. According to the requirement of the national program of the personal training and reforms of higher education in the republic of the Uzbekistan, it is important to make effective changes in the system of higher education in the republic of the Uzbekistan.

As the President I.A Karimov noted in his book “Uzbekistan along the road of independence and progress”, there are four fundamental principles on which Uzbekistan’s path of reform and development is based;<sup>1</sup>

- adherence to Universal human values;
- consolidation and development of the nations spiritual heritage;
- freedom for the individual’s self-realization;
- patriotizm;

The highest of reformation in Uzbekistan is to receive those traditions, fill them with new content and set up the necessary conditions for achieving peace and democracy, prosperity, cultural advancement, freedom of conscience and intellectual maturity for every person on earth.

**The actuality** of qualification paper is caused insufficient research by way of selection of materials most full realizing basic rules of the functional approach to training to the grammar through games.

---

<sup>1</sup> Karimov I.A “Uzbekistan along the road of independence and progress”.- Tashkent: Ma’naviyat, 1998.- P. 156-168

**The aim** of the qualification paper is developing communicative competence in teaching grammar and work out the methods of teaching English grammar through games at school and lyceums.

**The tasks** of our research are the followings:

- To analyze theoretical works of various methodologists about teaching grammar and to select the most useful ones.
- To determine the role of grammar on language lessons
- To find out ways of learning grammar
- To verify teaching grammar through communicative way and its specific feature
- To make out classification of exercises in teaching grammar
- To reflect the usage of teaching grammar by means of grammar teaching techniques selected.

**The degree of study of research.** Teaching grammar is difficult aspect of teaching and there are a lot of scholars made researches on it as Woods outlines five different types of grammar: prescriptive and descriptive grammar, traditional grammar, phrase structure grammar, transformational- generative grammar and functional-systemic grammar, Prof. Diane Larsen-Freeman, a world-wide teacher, educator, and researcher in applied linguistics and ELT, not only clarified the term, but insisted on the fact that learners are unable to activate their knowledge of the rules while they attempt to communicate during another part of the lesson or in another context. Another distinguished scholar, Aydan Ersoz, of USA noted that well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills, Azar B.SH. created some types of games in his "Fun with grammar" in 2000, Celce-Murcia, M., investigated techniques and resources in teaching grammar in 1988, Halliday, M.A.K. studied the functional grammar in 1985, Rinvolucris Mario and Paul Davis. explored in 1992 more grammar games, Thornbury, S., learned teaching ways of grammar in 1999, Widodo, H. P in 2006 created approaches and

procedures for teaching grammar. After getting acquainted the above given scholars works we found out that the interactive methods in teaching English grammar haven't learned completely and there is still some debatable points left to research.

The major **methods** used in the research process are: the method of linguistic description and analysis, which let us create the theoretical basis of the present qualification paper. The method of continuous selection was used to single the research material out. The structural, formalization methods were used for working with the results got in the research process. The research material of the work is the exercises taken from different modern course books and manuals. The given material presents a broad field for research. It also gives us an opportunity to rich the set goals of the present research.

**The subject** of our research is the process of teaching grammar and the process of formation of the communicative competence Academic Lyceums.

**The object** of research of the given work is the functional approach to training to the grammatical phenomena of the English language.

**The novelty** of my work is concluded in the fact, that we had worked out some grammar games which we had approbated on English language lessons during my pedagogical practice.

**The theoretical value** of qualification paper is that the researches can be used in lectures and in investigations.

**Practical value** of the work is the games which can be used during the seminar on methodology of teaching English language and practical lessons.

**The structure** of the research paper consists of introduction, three chapters, conclusion and the list of used literatures.

**Introduction** determines the actuality, scientific novelty, the aim and tasks of the work, methods of research, its practical value, shows the material that served the basis for executed work.

**The first chapter** contains the theoretical data on what grammar is and presents a brief survey of different approaches to teaching grammar selected from the consulted sources.

**The second chapter** is devoted to the investigation of major methods and principles of teaching grammar.

**The third chapter** deals with practical basis of teaching English grammar with interactive methods at lyceums.

**The results of the research , that have been announced.** On the basis of the theme of the qualification paper an article in the English language have been published: the article under the title of “The role of games on language lessons and their advantages”.

**The conclusion** generalizes all the results of the work and describes the theoretical and practical results of the research paper.

**The list of used literature** deals with the sources used to carry out the qualification paper.

## **CHAPTER ONE. GRAMMAR TEACHING THROUGH ELT CONTEXT**

### **1.1. Grammar Through Approaches and Methods**

Grammar, as an essential component of a language, has never been absent from any teaching/learning syllabus/ curriculum throughout the world including Uzbekistan. At first, and as the majority of world countries indulged in the teaching of foreign languages, the teaching of this discipline (i.e. grammar) was taught under the scope of the famous Grammar Translation Method (GTM) where the whole focus of the method consisted of translating selected texts from English to a given native/second language or vice versa (in the case of Uzbekistan, it was usually Russian). The method focused also on the intensive use of grammar and grammatical rules. Learners were supposed to master almost all grammatical and structural aspects of the foreign language that is English. This method and others such as the Audio-Lingual, the Structural-Situational Approach, also known as the Direct Method. These belonged to the classic approach where priority was given to grammatical competence as the basis for language proficiency. The belief was that grammar could be learnt through direct instruction and through a methodology that made much use of repetitive practice and drilling. The approach to the teaching of grammar was a deductive one: students are presented with grammar rules and then given opportunities to practice using them. It was assumed that language learning meant building up a large repertoire of sentences and grammatical patterns and learning to produce these accurately and quickly in the appropriate situation. Once a basic command of the language was established through oral drilling



and controlled practice, the four skills were introduced, usually in the sequence of speaking, listening, reading and writing. During this period, the best teachers and students were those who showed a great mastery of the English grammatical and structural rules and patterns in both written and oral forms.

This tendency lasted until the emergence of the CLT-the Communicative Language Teaching approach . This came as a reaction to traditional language teaching approaches; it began and soon spread around the world while older methods such as Audio-lingualism and Situational Language Teaching became old-fashioned. The focus on grammar in language teaching and learning was questioned, since it was argued that language ability involved much more than grammatical competence. While grammatical competence was needed to produce grammatically correct sentences, attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes such as making requests, giving advice, making suggestions, describing wishes and needs, and so on. What was needed actually was how to use language communicatively. In short, the world of English language teaching needed communicative competence. This notion was developed with the belief that communicative competence, and not simply grammatical competence, should be the goal of language teaching. Being a broader concept than that of grammatical competence, it essentially consisted of knowing what to say and how to say it appropriately based on the situation, the participants, and their roles and intentions. Communicative language teaching created a great deal of enthusiasm and excitement when it first appeared as a new approach to language teaching in the 1970s and 1980s, and language teachers and teaching institutions all around the world soon began to rethink their teaching, syllabuses, and classroom materials. In planning language courses within a communicative approach, grammar was no longer the starting point. New approaches to language teaching were needed.

## 1.2. Grammar Teaching and Practice

Grammar teaching has always been one of the most debated and controversial aspect of language teaching/learning among grammarians, educators, and teachers. This sub-section will be devoted to some practical and theoretical issues about how grammar is taught here and there throughout the world and explores a range of other related issues such as the pros and the cons of grammar instruction, the various approaches/methods of grammar teaching, and assessment and testing of grammar within the context of ELT.

By grammar one can mean adequate comprehension and correct usage of words in the act of communication, that is, intuitive knowledge of the grammar of the language. It is a set of reflexes enabling a person to communicate with his associates. Such knowledge is acquired by a child in the mother tongue before he goes to schools.

This “grammar” functions without the individual’s awareness of technical nomenclature; in other words, he has no idea of the system of the language, and to use all the word-endings for singular and plural, for tense, and all the other grammar rules without special grammar lessons only due to the abundance of ausing and speaking. His young mind grasps the facts and “makes simple grammar rules” for arranging the words to express carious thoughts and feelings. This is true because sometimes little children make mistakes by using a common rule for words to which that rule cannot be applied. For example, a little English child might be heard to say **Two mans comed** instead of **Two men come**, because the

child is using the plural “s” rule for **man** to which the rule does not apply, and the past tense **ed** rule for **come** which does not obey the ordinary rule for the past tense formation. A little Russian child can say **НОЖОВ** instead of **НОЖЕЙ** using the case-ending “**ОВ**” for **НОЖИ** to which it does not apply. Such mistakes are corrected as the child grows older and learns more of his language.<sup>2</sup>

By “grammar” we also mean the system of the language, the discovery and description of the nature of language itself. It is not a natural grammar, but a constructed one. There are several *constructed grammars: traditional, structural, and transformational grammars*. Traditional grammar studies the forms of words (morphology) and how they are put together in sentences (syntax); structural grammar studies structures of various levels of the language (morpheme level) and syntactic level; transformational grammar studies basic structures and transformation rules.

What we need is simplest and shortest grammar that meets the requirements of the school syllabus in foreign languages. This grammar must be simple enough to be grasped and held by any pupil. We cannot say that this problem has been solved.

Since graduates are expected to acquire language proficiency in aural comprehension, speaking and reading grammar material should be selected for the purpose. There exist principles of selecting grammar material both for teaching speaking knowledge (active minimum) and for teaching reading knowledge (passive minimum), the main one is the principle of frequency, i.e., how frequently this or that grammar item occurs. For example, the Present Simple (Indefinite) is frequently used both in conversation and in various texts. Therefore it should be included in the grammar minimum.

For selecting grammar material for reading the principle of polysemia, for instance, is of great importance.

---

<sup>2</sup> Rogova, G.V., “Methods of teaching English”; M.,1970

Pupils should be taught to distinguish such grammar items which serve to express different meanings.

For example,        **-s (es)** { Plurals of nouns

The selection of grammar material involves choosing the appropriate kind of linguistic description, i.e., the grammar which constitutes the best base for developing speech habits. Thus the school syllabus reflect a traditional approach to determining grammar material for foreign language teaching, pupils are given sentences patterns or structures, and through these structures they assimilate the English language, acquire grammar mechanisms of speech

The content of grammar teaching is disputable among teachers and methodologists, and there are various approaches to the problem, pupils should, whatever the content of the course, assimilate the ways of fitting words together to form sentences and be able to easily recognize grammar forms and structures while hearing and reading, to reproduce phrases and sentences stored up in their memory and say or write sentences of their own, using grammar items appropriate to the situation.

### **1.3. Grammar and its types**

The grammatical systems of Uzbek and English are fundamentally different. English is an analytical language, in which grammatical meaning is largely expressed through the use of additional words and by changes in word order. Uzbek is a synthetic language, in which the majority of grammatical forms are created through changes in the structure of words, by means of a developed system of prefixes, suffixes and ending<sup>3</sup>.

When a Korean teacher has been challenged to define grammar, he simply responded "I think of grammar as a 'necessary evil' for language contexts. Or something poisonous. If we abuse or misuse it, it will be fatally harmful". I guess

---

<sup>3</sup> Brown C. and Jule "Teaching the spoken language", Cambridge, 1983 p. 121,

this 'harmfulness' would harm both the instructor and the learner. The former would have, on the one hand, all of his teaching grammar-based courses, and on the other hand, he would influence greatly his learners with these grammar-based courses. The learners would be, on their part, 'filled' with grammar, but most probably, with little or no writing competence. The question that arises from such anecdotic situation but so significant is therefore: do instructors / teachers know the about of grammar teaching, i.e. what is it? Why teaching it? What approaches/methods to adopt for its teaching? How to test it? Etc.

The Longman Dictionary of contemporary English defines grammar as 'the study and practice of the rules by which words change their forms and are combined into sentences.' There are two basic elements in this definition: the rules of grammar; and the study and practice of the rules. Here grammar constitutes a subset of rules relating to word formation (morphology) and sentence formation (syntax).

According to modern linguistics, grammar is a device that specifies the infinite set of well-formed sentences and assigns to each of them one or more structural descriptions. In other words, grammar tells us what the possible sentences of a language are and provides a description of them; i.e. it attempts to explain why some sentences are acceptable whereas others are not. The same modern linguists hold that another meaning might be given for the term 'grammar' in that it is regarded as "the innate capacity which all human beings possess; it allows them to acquire language. In this sense grammar is a property of the human brain, rather than that of any language."<sup>4</sup>

Woods<sup>5</sup> outlines five different types of grammar: prescriptive and descriptive grammar, traditional grammar, phrase structure grammar, transformational- generative grammar and functional-systemic grammar. These five types of grammar illustrate different approaches towards analysis and

---

<sup>4</sup> Makey, Sandra L. Teaching Grammar. Oxford; Pergamon Institute of English. 1985.p-27

<sup>5</sup> Woods, E(1995). Introducing Grammar. London: Penguin.

description of language. Consequently, the different approaches reflected in each type of grammar influence the teaching of grammar.

**Prescriptive grammar** is when the correct use of language is prescribed by a set of rules. These rules are fixed. Unlike prescriptive grammars, descriptive grammars recognize that language is constantly changing<sup>6</sup>

**Traditional grammarians** made of syntax rather than semantics a central component of a language. In teaching the syntactic organization of the sentences, they have identified and defined the common eight parts of speech that make up a sentence. In traditional grammar the focus is put on the relationships of words in a sentence such as subject, object, complement, adverbial, etc to show the different clause types. Traditional grammar is descriptive in the sense that it attempts to describe linguistic structures. Language teaching based on the philosophy of traditional grammar will focus on the parts of speech as being a main component of language acquisition/learning.

**Phrase- structure grammar** has come, on the one hand, to extend and develop the work of traditional grammar, and on the other, to highlight the relationship of words and phrases in a sentence<sup>7</sup>. It helps to understand how the structural relationships of words and phrases support the meanings conveyed through language. This relationship is presented graphically using substitution tables, which have been widely used in basic grammar lessons. If traditional grammar has emphasized the written form, then phrase structure grammar put the focus on the spoken form. Thus, the practice of intensive substitution drills through tables is an attempt to help learners master the structure of the sentence. Although it focuses on structure as it appears in language, the structure is presented without consideration of meaning and communicative function<sup>8</sup>.

---

<sup>6</sup> Quirk, R., and Sidney, G. (1985). *A Comprehensive Grammar of the English Language*. London: Longman

<sup>7</sup> Cook, G. (1990). *Discourse*. New York: Oxford: OUP.

<sup>8</sup> Woods, E(1995). *Introducing Grammar*. London: Penguin.

Like traditional and phrase-structure grammars, **transformational-generative grammar** emphasized the syntactic aspect of language. In fact, it deals with syntax in greater detail. While phrase-structure grammar shifts the perspective from individual word to the sentence, transformational generative grammarians have been much more interested in explaining how the human mind generates sentences. These Transformational generative grammarians argue that innumerable syntactic combinations can be generated by means of a system of formal rules, such as, transformational rule. These transformational rules, which are based on the phrase structure and the tree structure transform phrase structures into other forms, like active to passive without altering the meaning.

Chomsky<sup>9</sup>, a proponent of this trend, sees language as a generative system not a close system; a construct, which accounts for understanding and producing infinite number of grammatical sentences. For the same author, grammar should describe a native speakers' intuitive understanding of the language he or she uses. The term 'surface structure' and 'deep structure' are used to describe this intuitive knowledge. This modern linguist established a system of formal rules known as transformational rules that specify how 'deep structure' is to be transformed into 'surface structure'.

Chomsky's transformational grammar offers insights into features of language, which are important for language learning and useful for language teaching. Through transformational generative grammar exercises, which illustrate how the parts of a sentence can be rearranged, combined and substituted, learners can manipulate and play with language at the sentence, phrase, and paragraph level.

**Functional-systemic grammar** is concerned with making clear interaction between syntax, semantics and pragmatics. These three dimensions are so valued by Halliday<sup>10</sup> who stressed the importance of the functional aspect while attempting to account for how language is used. Thus, utterances are viewed as

---

<sup>9</sup> Chomsky, N.(1965). Aspects of the Theory of Syntax. Cambridge: MIT Press.

<sup>10</sup> Halliday, M.A.K.(1985). Introduction to Functional Grammar.London: Edward Arnold

some meaning whose expression will vary depending on the situation. Thus the semantics of the intended utterances as well as the relationship between the speaker and listener influence the choice of expressions.

Functional systemic grammar approaches the language from the semantic point of view, precisely the semantic functions of the linguistic forms. If transformational generative linguists are interested in how the human mind distinguishes grammatical from non-grammatical structures, systemic functional linguists are interested in how people use language to communicate. It is about language in use where the purpose, situation, setting, audience and cultural assumptions create context in the speakers' mind. It does not only deal with how people use language but also looks at how language is structured for use, which is constrained by the social context. In sum, grammar is a theory of language. It consists of a set of rules which combine words and sentences, and besides the correctness and the grammaticality of the sentences, the latter should be appropriate when put in use.

#### **1.4. Approaches and Procedures in Teaching Grammar in EFL/ESL Context**

Since the 1960's, controversy had raged among English language teachers and even among researchers and experts over the advantages and disadvantages of teaching grammar and how to teach it. The controversy is still present but with less tension since there had been many advances in ELT and applied linguistics which seem to favour the very recent approaches and procedures or methods such as the communicative, the task-based, and the competency-based approaches, to name a few. Various approaches, methods and procedures have been experienced, suggested or put into practice here and there with different arguments and explanations.



Research and experience show that explicit grammar teaching has decreased over the years and been replaced by implicit grammar teaching and communication exercises. Grammar teaching has been integrated with activities focusing on meaning and is taught more through examples than by using grammatical terminology. Since students frequently come into contact with English, they are not thought to need grammar rules as much, since they learn the language in a native-like way. However, they repeatedly make some mistakes. Each teacher had different methods for dealing with these mistakes, but they seemed to be keeping in mind the students' needs and the curriculum.

So, besides the Grammar Translation Method whose focus was on excessive emphasis on grammatical structures and use of pattern drills through selected reading texts, Audiolingualism and structuralism focused in their turn more on structures and viewed grammar as a prospective set of rules. So, in a prescriptive (or explicit) grammar learners are expected to know the rules that “they should know” and also the way they should write and speak. It founded the correct way of speaking and writing, i.e., the focus here is on correctness. That’s why most of the traditional grammar tasks were focusing on structures, “the focus of instruction rarely moved beyond the sentence level”<sup>11</sup>.

The dissatisfaction with these approaches and methods grew through time as it was noticed that language is not only "a set of rules" to apply. There emerged, therefore, the new communicative trend which broke with the “overt” (explicit) teaching of “uncontextualised” sentences. It was thought that grammatical forms must be taught in relation to a meaning and certain social functions but not in isolation from context. Grammar instructions should be presented both inductively and deductively with taking in consideration many factors, for instance: learner’s needs, teaching objectives, educational level, etc.

---

<sup>11</sup> Celce-Murcia, M. Olshtain, E. Discourse and Context in Language Teaching. Cambridge: CUP. 2000.p-460

In brief, grammar in the communicative approach cannot be taught or learned at the sentence level, but it must be considered as an instrument that enables learners to create “comprehension in an oral and written discourse” since it is one element of one's communicative competence. The latter, it should be said, remains one major goal to develop through the process of learning while using activities that promote authentic communication.

The impact of such approach has resulted, nowadays, in the evidence that grammar should not be taught separately nor be viewed as a set of mere rules. In other words, teaching grammar should encompass not only language structure or sentence patterns, but also meaning and use. With regard to the procedures and approaches used here and there in grammar teaching, some educators have developed a number of procedures and approaches that they have put into practice. Among these procedural aspects and approaches, there has been the incorporation of the notions of practice and consciousness-raising, explicit and implicit knowledge, and deductive and inductive approaches for teaching grammar<sup>12</sup>. While the practice consists of the presentation of a special grammatical feature where learners are called to put focus on through repetition and performance (caring much about accuracy and fluency), and getting feedback from the teacher if necessary, consciousness raising calls not only at the learner's attention on a particular grammatical point, but also to an intellectual effort for the understanding of that targeted linguistic point. In Richards and Platt's terms, consciousness-raising is: an approach to the teaching of grammar in which instruction in grammar (through drills, grammar explanation, and other form focused activities) is viewed as a way of raising learner's awareness of grammatical features of the language.

In sum, practice is directed at the acquisition of implicit knowledge of a grammatical structure. That is the sort of tacit knowledge required for applying the

---

<sup>12</sup> Widodo, H. P(2006). "Approaches and procedures for teaching grammar". English Teaching Practice and Critique, Vol. 5, (1). P- 123

structure effortlessly for communication. Consciousness-raising is geared for the formation of explicit knowledge: the kind of intellectual knowledge which we are able to gather about any subject<sup>13</sup>.

The notion of explicit knowledge deals with language and the uses to which language can be put. Clearly, it is conscious knowledge of grammatical rules learned through formal classroom instruction. In this respect, a person with explicit knowledge knows about language and the ability to articulate those facts in some way. Implicit knowledge, however, is automatic and easily accessed and provides a great contribution to building communicative skills. This kind of knowledge is unconscious, internalized knowledge of language that is easily accessed during spontaneous language tasks, written or spoken. Implicit knowledge has, thus, much similarity with language acquisition in that a person applies a certain grammatical rule in the same way as a child who acquires her/his first language (for example, mother tongue). It is gained in the natural language learning process.

**The deductive approach** derives from the notion that deductive reasoning works from general to specific. Treatment of the grammatical point is tackled after the presentation or introduction of the grammatical rule or principle or theory has been done. The teacher presents the grammatical rule (s) through examples and explanation, and then invites his learners to apply the rule (s).

**The inductive approach** derives from inductive reasoning stating that a reasoning progression proceeds from particulars (that is, observations, measurements, or data) to generalities (for example, rules, laws, concepts or theories). In short, induction comes after observation of a number of specific instances from which a general principle or concept or rule is inferred. In the case of pedagogical grammar, most experts argue that the inductive approach can also be called rule discovery learning in that a teacher starts

---

<sup>13</sup> Ellis, G. (1996). "How Culturally Appropriate is the Communicative Approach" *ELT Journal*, 50 (3), pp. 231-218.

presenting some examples of sentences and learners come not only to understand them but infer the rules as well. It is maintained that the approach encourages, on the one hand, a learner to develop her/his own mental set of strategies for dealing with tasks, and on the other hand, it highlights the grammatical rules obtained implicitly while guided by the teacher.

Interviewed on the advantages of the new trends in theory and pedagogy as they oppose the traditional teaching of grammar through the use of the term inert knowledge problem, which refers 'to the fact that students learn things in the classroom that they cannot later put to their own purposes outside of the classroom', Prof. Diane Larsen-Freeman, a world-wide teacher, educator, and researcher in applied linguistics and ELT, not only clarified the term, but insisted on the fact that learners are unable to activate their knowledge of the rules while they attempt to communicate during another part of the lesson or in another context. Hence, the inert knowledge problem poses a question of methodology in that learners fail to use appropriately their grammatical knowledge in context.

Prof. Diane Larsen-Freeman (Ibid.) went further by holding that she 'created the term grammaring to convey the idea that grammar is a dynamic system, which needs to be taught as a skill, the fifth skill, rather than as a fixed body of rules.' With such a conception or approach, she assumes that students would therefore use grammatical structures accurately, meaningfully, and appropriately, hence, teachers are providing their students with an opportunity to use grammar structures in meaningful and engaging activities. She also admits that not only students have to be aware of the three dimensions of grammar teaching that are 'form, meaning, and use', but teachers are urged to adopt a context-based approach so as to bring students understand that language is the way it is, i.e. grammatical rules are not always helpful to explain why speakers make the choices they do. The context and other factors would show the students the way that people think in that language, the culture of speakers of that language.

Moreover we can apply the following approaches in teaching grammar:

**1. Conscious approach.** This means that in sentence patterns teaching points are determined so that pupils can concentrate their attention on some elements of the pattern to be able to use them as orienting points when speaking or writing the target language. For example, I can see a book. I can see many books.

The teacher draws pupils' attention to the new element in the form of a rule, a very short one. It is usually done in the mother tongue. For example: Эслаб қол, кўпликдаги отларга қуйидаги қўшимча қўшилади –s [s,z] ЁКИ –es [IZ]. Or: Эслаб қол,, инкор гапларда қуйидаги ёрдамчи феъл ишлатилади “do not” (“does not”). The rule helps the learner to understand and to assimilate the structural meaning of the elements. It ensures a conscious approach to learning. This approach provides favourable conditions for the speedy development of correct and more flexible language use. However it does not mean that the teacher should ask pupils to say this or that rule, Rules do not ensure the mastery of the language. They only help to attain the practical goal. If a pupil can recognize and employ correctly the forms that are appropriate, that is sufficient. When the learner can give ample proof of these abilities we may say that he has fulfilled the syllabus requirements.

Conscious learning is also ensured when a grammar item is contrasted with another grammar item which is usually confused. The contrast is brought out through oppositions. For example:

I get up at 7 o'clock.	}	The Present Simple is contrasted with the Present Progressive.
It's 7 o'clock. I am getting up.		
He has come.	}	The Present Perfect is contrasted with the Past Simple.
He came an hour ago.		
Give me a book (to read into the train).	}	The indefinite article is contrasted with the definite article.
Give me the book (you have promised),		

I like soup (more than any other food).	} The zero article is contrasted with the definite article.
I like the soup ( you have cooked).	

Rule for the teacher:

The teacher should realize difficulties the sentence pattern presents for his pupils. Comparative analysis of the grammar item in English and in Russian or within the English language may be helpful. He should think of the shortest and simplest way for presentation of the new grammar item. The teacher should remember the more he speaks about the language the less time is left to practice. The more the teacher explains the less his pupils understand what he is trying to explain, this leads to the teacher giving more information than is necessary, which does not help the pupils in the usage of this particular grammar item, only hinders them.

**2 Practical approach.** It means that pupils learn those grammar items which they need for immediate use either in oral or written language. For example, from the first steps of language learning pupils need the Possessive Case for objects which belong to different people, namely, Mike's textbook, Ann's mother, the girl's doll, the boys' room, etc. The teacher masters grammar through performing various exercises in using a given grammar item.

**3 Structural approach.** Grammar items are introduced and drilled in structures or sentence patterns. It has been proved and accepted by the majority of teachers and methodologists that whenever the aim to teach pupils the command of the language, and speaking in particular, the structural approach meets the requirements. Pupils are taught to understand English when spoken to and to speak it from the very beginning. This is possible provided they have learned sentence patterns and words as a pattern and they know how to adjust them to them to the situations they are given.

In our country the structural approach to the teaching of grammar attracted the attention of many teachers. As a result structural approach to grammar teaching has been adopted by our schools since it allows the pupil to make up sentences by analogy, to use the same pattern for various situations. Pupils learn sentence patterns and how to use them in oral and written language.

Rule for the teacher:

The teacher should furnish pupils with words to change the lexical (semantic) meaning of the sentence pattern so that pupils will be able to use it in different situations. He should assimilate the grammar mechanism involved in sentence pattern and not the sentence itself.

**4 Situational approach.** Pupils learn a grammar item used in situations. For example, the Possessive Case may be effectively introduced in classroom situations. The teacher takes or simply touches various things and says. This is Nina's pen; That is Sasha's exercise-book, and so on.

Rule for the teacher:

The teacher should select the situations for the particular grammar item he is going to present. He should look through the textbook and other teaching materials and find those situations which can ensure comprehension and the usage of the item.

**5 Different approach.** Grammar items pupils need for conversation are taught by the oral approach, i.e., pupils add them, perform various oral exercises, finally see them printed, and write sentences using them. For example, pupils need the Present Progressive for conversation. They listen to sentences with the verbs in the Present Progressive spoken by the teacher or the speaker (when a tape recorder is used) and relate them to the situations suggested. Then pupils use the verbs in the Present Progressive in various oral sentences in which the Present Progressive is used. Grammar items necessary for reading are taught through reading.

Rule for the teachers:

If the grammar item the teacher is going to present belongs to those pupils need for conversation, he should select the oral approach method for teaching.

If pupils need the grammar item for reading, the teacher should start with reading and writing sentences in which the grammar item occurs.

While preparing for the lesson at which a new grammar item should be introduced, the teacher must realize the difficulties pupils will meet in assimilating this new element of the English grammar. They may be of three kinds: difficulties in form, meaning, and usage. The teacher thinks of the ways to overcome these difficulties: how to convey the meaning of the grammar item either through situations or with the help of the mother tongue; what rule should be used; what exercises should be done; their types and number. Then he thinks of the sequence in which pupils should work to overcome these difficulties, i.e., , from observation and comprehension through conscious imitation to usage in conversation (communicative exercises). Then the teacher considers the form in which he presents the grammar item – orally, in writing, or in reading. And, finally, the teacher plans pupils' activity while they are learning this grammar item (point): their individual work, mass work, work in unison, and work in pairs, always bearing in mind that for assimilation pupils need examples of the sentence pattern in which this grammar item occurs.

### Why Teaching Grammar

As earlier mentioned, grammar teaching or studying has become a 'must' inspite of the reluctance of some and the disbelief in its efficacy or lack of enthusiasm for others. Hence, regardless of which approach or what methods are used, most foreign language students will find themselves compelled to study grammar whether taught implicitly or explicitly. Here is a short account of how and why grammar is taught.

Traditional teachers of English considered grammar as an integral part of the language curriculum. They felt that it was not possible for a learner to speak or



write English correctly if s/he did not know the grammar of English. Hence students were taught all about articles, prepositions, conditional clauses, etc.

In the early years of the communicative approach it was felt that knowledge of grammar may not be necessary for one to communicate in a language. As evidence, the case of a child acquiring its first language is cited. The child is able to speak the language grammatically by the age of five, even though no one has taught him/her the grammar of the language. So, it is argued that a second language learner can also acquire a language without learning grammar. The other arguments given against the teaching of grammar were:

(1) Much input produces little output. What is learnt is not applied; (2) grammatical analysis breaks up the unity of thought by its focus on detail and fails to relate the details to the whole; (3) grammatical rules may be thoroughly understood and learned and yet not applied in practice, (4) the best way of imparting even grammatical competence is through use and not usage.

In recent years there has been a re-thinking about grammar teaching. While as a reaction to the structural approach, the learners in a communicative classroom were expected not 'puzzle their heads with grammar', it is being increasingly accepted that "language learning is essentially learning how grammar functions in the achievement of meaning."<sup>14</sup> But instead of isolated sentences which were mostly used for drill and practice in the structural approach, the emphasis is now on providing suitable contexts to make the "learners realize the communicative value of grammar in the very achievement of meaning."

In other words, the focus has moved away from the teachers covering grammar to the learners discovering grammar. Learners are first exposed to a new language in a comprehensible context, so that they are able to understand its function and meaning. Only then is their attention turned to examining the grammatical forms that have been used to convey that meaning. The discussion

---

<sup>14</sup> [www.slideshare.net/Ottomay/teaching-grammar-1279836](http://www.slideshare.net/Ottomay/teaching-grammar-1279836)

of grammar is explicit, but it is the learners who do most of the discussing or working out of rules, with guidance from the teacher.

What should English teachers do then? Should they teach grammar or not? It is felt by a good number of educators that grammar has an important place in the English curriculum and it has to be taught, for the following reasons: (1) 'Because it is there, the human being is constantly curious about the world we live in, and hence, wish to understand it and master it. Grammar is no different from any other domain of knowledge, in this respect. It is the fundamental organizing principle of language; (2) while using the language, the individual encounters ambiguity, imprecision, unintelligible speech or writing. To deal with these problems, grammar is needed to work out what went wrong; (3) after studying grammar, we are more alert to the strength, flexibility and variety of our language, and thus, are in a better position to use it and to evaluate other's use of it; and (4) an intelligent study of grammar reveals surprising and interesting things about the orderliness of what the child has learned in a disorderly way. Thus there is an intellectual appeal, aside from practical benefits.

In sum, grammar instruction, on the whole, should be tailor-made to meet ultimately the needs of students, and should weave both prescriptive and descriptive practices into relevant, meaningful instruction.

Finally, as grammar is closely related to discourse analysis, not to say they often complement each other, we feel it necessary to deal with the term discourse as well as some of its aspects, mainly cohesion and to a lesser degree coherence. These aspects would constitute the next chapter.

## **CHAPTER TWO. MAJOR METHODS AND PRINCIPLES OF TEACHING GRAMMAR**

Many methods have been proposed for the teaching of foreign language. And they have met with varying degrees of success and failure.

We should know that the method by which children are taught must have some effect on their motivation. If they find it deadly boring they will probably become de-motivated, whereas if they have confidence in the method they will find it motivating. Child learners differ from adult learners in many ways. Children are curious, their attention is of a shorter duration, they are quite differently motivated in, and their interests are less specialized. They need frequent of activity; they need activities which are exciting and stimulating their curiosity; they need to be involved in something active.

We shall examine such methods as “The Grammar – Translation Method”, ”The Direct Method”, “The Audio-lingual Method”. And we pay attention to the teaching grammar of the foreign language. We shall comment those methods, which have had a long history.

### **2.1.The Grammar Translation method**

This method was widely used in teaching the classics, namely Latin, and it was transferred to the teaching of modern languages when they were introduced into schools.

In the grammar-translation mode, the books begin with definitions of the parts of speech, declensions, conjugations, rules to be memorized, examples illustrating the rules, and exceptions. Often each unit has a paragraph to be translated into the target language and one to be translated into native one. These paragraphs illustrate the grammar rules studied in the unit. The student is expected

to apply the rules on his own. This involves a complicated mental manipulation of the conjugations and declensions in the order memorized, down to the form that might fit the translation. As a result, students are unable to use the language, and they sometimes develop an inferiority complex about languages in general. Exceptionally bright and diligent students do learn languages by this method, or in spite of it, but they would learn with any method.

We list the major characteristics of Grammar Translation.

– Classes are taught in the mother tongue, with little active use of the target language.

– Much vocabulary is taught in the form of lists of isolated words.

– Long elaborate explanations of the intricacies of grammar are given.

– Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of word.

– Reading of difficult classical texts is begun early.

– Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.

– Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.

– Little or no attention is given to pronunciation.<sup>15</sup>

The grammar-translation method is largely discredited today. With greater interest in modern languages for communication the inadequacy of grammar-translation methods became evident.

## **2.2.The Direct Method**

The Direct Method appeared as a reaction against the grammar-translation method.

---

<sup>15</sup> Brown H., Douglas 'Principles of language teaching', N.Y., 1987

There was a movement in Europe that emphasized language learning by direct contact with the foreign language in meaningful situations. This movement resulted in various individual methods with various names, such as new method, natural method, and even oral method, but they can all be referred to as direct methods or the direct method. In addition to emphasizing direct contact with the foreign language, the direct method usually deemphasized or eliminated translation and the memorization of conjugations, declensions, and rules, and in some cases it introduced phonetics and phonetic transcription.

The direct method assumed that learning a foreign language is the same as learning the mother tongue, that is, that exposing the student directly to the foreign language impresses it perfectly upon his mind. This is true only up to a point, since the psychology of learning a second language differs from that of learning the first. The child is forced to learn the first language because he has no other effective way to express his wants. In learning a second language this compulsion is largely missing, since the student knows that he can communicate through his native language when necessary.

The basic premise of Direct Method was that second language learning should be more like first language learning: lots of active oral interaction, spontaneous use of the language, no translation between first and second languages, and little or no analysis of grammatical rules. We can summarize the principles of the Direct

Method:

- Classroom instruction was conducted exclusively in the target language.
- Only everyday vocabulary and sentences were taught.
- Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and student in small, intensive classes.
- Grammar was taught inductively, i.e. the learner may discover the rules of grammar for himself after he has become acquainted with many examples.

- New teaching points were introduced orally.
- Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
- Both speech and listening comprehension were taught.
- Correct pronunciation and grammar were emphasized.

### **2.3.The Audiolingual Method**

The Audiolingual Method (It is also called Mimicry-memorization method) was the method developed in the Intensive Language Program. It was successful because of high motivation, intensive practice, small classes, and good models, in addition to linguistically sophisticated descriptions of the foreign language and its grammar.

Grammar is taught essentially as follows: Some basic sentences are memorized by imitation. Their meaning is given in normal expressions in the native language, and the students are not expected to translate word for word. When the basic sentences have been over learned (completely memorized so that the student can rattle them off without effort), the student reads fairly extensive descriptive grammar statements in his native language, with examples in the target language and native language equivalents. He then listens to further conversational sentences for practice in listening. Finally, practices the dialogues using the basic sentences and combinations of their parts. When he can, he varies the dialogues within the material he has already learned. The characteristics of ALM may be summed up in the following list:

- New material is presented in dialog form.
- There is dependence on mimicry, memorization of set phrases and over learning.

- Structures are sequenced by means of contrastive analysis and taught one at a time.
- Structural patterns are taught using repetitive drills.
- There is a little or no grammatical explanation: grammar is taught by inductive analogy rather than deductive explanation.
- Vocabulary is strictly limited and learned in context.
- There is much use of tapes, language labs, and visual aids.
- Great importance is attached to pronunciation.
- very little use of the mother tongue by teachers is permitted.
- Successful responses are immediately reinforced.
- There is a great effort to get students to produce error-free utterances.
- There is a tendency to manipulate language and disregard content.

#### **2.4. Grammar explanations as used in the major methods**

We shall briefly review the treatment of grammatical explanations by some of the major methods. This is not meant to be an exhaustive study of all available methods; rather it is an attempt to show the variety of ways in which different methods deal with grammar explanations and may help teachers in evaluating available materials.

Grammar translation is associated with formal rule statement. Learning proceeds, deductively, and the rule is generally stated by the teacher, in a textbook, or both. Traditional abstract grammatical terminology is used. Drills include translation into native language.

The direct method is characterized by meaningful practice and exclusion of the mother tongue. This method has had many interpretations, some of which include an analysis of structure, but generally without the use of abstract grammatical terminology.

The audio-lingual method stresses an inductive presentation with extensive pattern practice. Writing is discouraged in the early stages of learning a structure. Here again, there has been considerable variation in the realization of this approach. In some cases, no grammatical explanation of any kind is offered. In other, the teacher might focus on a particular structure by isolating an example on the board, or through contrast. When grammatical explanation is offered it is usually done at the end of the lesson as a summary of behavior (Politzer, 1965), or in later versions of this method the rule might be stated in the middle of the lesson and followed by additional drills.

Each method is realized in techniques. By a technique we mean an individual way in doing something, in gaining a certain goal in teaching learning process. The method and techniques the teacher should use in teaching children of the primary school is the direct method, and various techniques which can develop pupils` listening comprehension and speaking. Pupils are given various exercises, connected with the situational use of words and sentence patterns.



## **CHAPTER THREE. THE PRACTICAL BASIS OF TEACHING ENGLISH GRAMMAR WITH INTERACTIVE METHODS**

### **3.1. Various Grammar Teaching Techniques**

Objective requirement of a modern society is the search of optimum ways of organization educational process, rational variants of the contents of training and its structure. It is obviously important, that at school the different strategy of training are checked. The new ways of training to a subject as a whole will be more fruitful. Thus the central problems of reorganization of teaching foreign language in high school are the questions of definition of the purposes, and also contents of training adequate to them. On the one hand, the purpose is determined by objective needs of the majority, expressing its social order, with another, it determines all system of training, determining and contents of this system, and its organization. The increasing the communicative side of this orientation is reflected in transformation of the purposes of training foreign language and contents of training. The speech goes not simply about knowledge of language, and about skill to use it in real dialogue.

**Presenting Grammar Using Charts and Graphs.** Visual learning is a proven method in which ideas, concepts, data and other information are associated with images and represented graphically. Charts and graphs are some of the techniques used in visual learning to enhance thinking and learning skills. Another grammatical system that lends itself well to charts is the verb system. David Cross

offers the following commonly used system of depicting some verb tenses. Time can be shown by a line across the board. An arrow pointing down indicates this moment now<sup>16</sup>. To the left of the arrow is past time, to the right is the future. A cross indicates a single event, a row of dots denotes an action that lasted or will last for a period of time. The uses of most tenses can be shown and contrasted pictorially on such time line, as shown in the following examples. This is by no means the full range of tenses, but once you have grasped the idea you will be able to use the technique to introduce others the same way. You can also use a time scale to show concepts like: for two months, since April and from March to mid June. This is done in the following example. Visual learning helps students: Clarify thoughts Students see how ideas are connected and realize how information can be grouped and organized. With visual learning, new concepts are more thoroughly and easily understood when they are linked to prior knowledge. Organize and analyze information Students can use diagrams and plots to display large amounts of information in ways that are easy to understand and help reveal relationships and patterns. Integrate new knowledge According to research, students better remember information when it's represented and learned both visually and verbally. Think critically linked verbal and visual information helps students make connections, understand relationships and recall related details. Visual learning is a proven method in which ideas, concepts, data and other information are associated with images and represented graphically. Charts and graphs are some of the techniques used in visual learning to enhance thinking and learning skills.

**Explaining Grammar Using Objects.** It is known that lessons become more interactive with the use of objects. Although teaching grammar through the use of objects might sound complex and complicated, it is really quite simple. A little thought and effort can actually make a big difference to how well a student understands the facts and information presented. A concrete presentation can

---

<sup>16</sup> Шатилов С.Ф. “Теоретические основы методики обучения грамматическому аспекту иноязычной речи”. В сборнике “Общая методика обучения иностранным языкам”. Хрестоматия/сост. Леонтьев А.А. – М., Русский язык., 1991

provide a foolproof understanding of grammar concepts, ideas and rules. Remember, grasp ability, clarity and simplicity must be ensured. The use of objects as assistive devices in the classroom there for seems indispensable to make the integrated system of education more efficient and fruitful in the real sense of the term. They provide an entry point into the subject that allows student to initially anchor their understanding of new grammar terms to concrete entities. Objects brought into the classroom not only liven up the context but provide some kinesthetic hands-on dimension to your teaching. To teach the possessives to beginning level students, for example, bring in a few things like: a necklace, a purse, some glasses. Then ask students each to put two or three of their own things on their desks. Then do something like the following activities.

**Clarifying Grammar Using Maps and Other Simple Drawings.** Maps are effective illustrations that can provide students with a general overview of information. They can also help students understand and memorize new grammar items. It is now widely accepted that people have a better memory for images than for words. The combinations of words and images that are not simply decorative have been found to facilitate learning, understanding, remembering and performing. Images can help students select, structure, synthesize and integrate information in a meaningful way. Simple drawings help students with language processing deficits by visually presenting the most important information and eliminating information that is not as critical. This helps students focus and to place information into a mental framework without excess language processing demands getting in the way. Maps can help student's link new grammar structure to prior learning and provide a foundation to link future learning. For example, maps can stimulate learners' use of. In order to enhance grammatical explanations the use of simple drawings maybe suggested. They can provide effective practice in giving directions and stating locations. In order to do this, you might begin by using the following drawing, modeling the expressions which follow. The circle is in the center of the paper. The diamond is directly above the circle. The square is

to the right of the circle. The rectangle is in the upper right-hand corner. The triangle is in the lower left-hand corner. After you have introduced these terms tell the students to take out a piece of paper. Give them a series of commands and have them draw these on the paper. Later you might use this same technique to introduce more technical vocabulary of shapes along with the relative proportion. Draw a circle above the triangle. The diameter of the circle should be the same length as the base of the triangle.

**Teaching Grammar through Dialogues.** Dialogue establishes patterns of inters actions and a framework for investigation. In teaching grammar through dialogue we should use pattern dialogues as they involve all features which characterize this form of speech. They listen to the dialogue recorded or reproduced by the teacher. The teacher helps pupils in comprehension of the dialogue using a picture or pictures to illustrate its contents. They listen to the dialogue a second time and then read it silently for better understanding, paying attention to the intonation. They may listen to the dialogue and read it again, if necessary. Pupils enact the pattern dialogue. We may distinguish three kinds of reproduction: Immediate. Pupils reproduce the dialogue in imitation of the speaker or the teacher while listening to it or just after they have heard it. The teacher checks the pupil's pronunciation and intonation in particular. The pupils are asked to learn the dialogue by heart for homework. After pupils have learned the dialogue at home, they enact the pattern dialogue in persons. Before calling on pupils it is recommended that they should listen to the pattern dialogue recorded again to remind them of how it "sounds". Pupils enact the dialogue with some modifications in its contents. They change some elements in it. The first two stages aim at storing up patterns in pupils memory for expressing themselves in different situations, of course within the topics and linguistic material the syllabus sets for each form. Pupils make up dialogues of their own. They are given a picture or a verbal situation to talk about. This is possible provided pupils have a stock of patterns, a certain number of phrases for starting a conversation, joining in, etc.

They should use those lead-response units they have learned in connection with the situation suggested for a conversation. At the third stage the choice of stimuli is of great importance, as very often pupils cannot think what to say, though they know how to say this or that. Therefore audio-visual aids should be extensively utilized. Rule for the teacher: In teaching dialogue use pattern dialogues; make sure that your pupils go through the three stages from receptive through reproductive to creative, supply them with the subject to talk about. Consider the following suggestions for teachers in using conversations. Introduce the grammatical point, explain and give examples on the board. Call on students to underline all the examples of the grammatical structure explained. Read the conversation or play the cassette. Answer any questions students have about vocabulary and structures. Introduce the new words. Have the students close their books. Ask them questions about the conversation. In pairs have the students practice the conversation. Encourage them to use their own ideas by changing the names of places, times, and activities. Call on several pairs to present their conversation to the class. Example Work with a partner. Complete the interviews with can, can't, have to ordinate had to.

**Teaching Grammar Using Games.** Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems. Yet, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do". Games ought to be at the heart of teaching foreign languages. Roxon suggests that games should be used at all stages of the lesson, provided that they are suitable and carefully chosen. Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. Many teachers agree that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners,

promote communicative competence, and generate fluency. There are many advantages of using games in the classroom:<sup>17</sup> Games are a welcome break from the usual routine of the language class. They are motivating and challenging. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning. Games provide language practice in the various skills- speaking, writing, listening and reading. They encourage students to interact and communicate. In the easy, relaxed atmosphere which is created by using games, students remember things faster and better. The most instructive language learning games are those that emphasize specific structures. They do not only practice the basic pattern but also do so in a pleasant, easy way that allows the students to forget they are drilling grammar and concentrate on having fun. Take a small object, such as a pen, and do something with it, then describe your action. That student repeats what the teacher did and what the first student did with the object. The second student then does something different with the object before passing it to the third student. Songs also give new insights into the target culture. They are the means through which cultural themes are presented effectively. Since they provide authentic texts, they are motivating. Prosodic features of the language such as stress, rhythm, intonation are presented through songs, thus through using them the language which is cut up into a series of structural points becomes a whole again. There are many advantages of using songs in the classroom. Through using contemporary popular songs, which are already familiar to teenagers, the teacher can meet the challenges of the teenage needs in the classroom. Since songs are highly memorable and motivating, in many forms they may constitute a powerful subculture with their own rituals. Furthermore, through using traditional folk songs the base of the learners' knowledge of the target culture can be broadened. Correctly chosen, traditional folk songs have the dual motivating attack of pretty tunes and interesting stories, plus for many students- the added ingredient of novelty. Most songs, especially folk songs, follow a regularly repeated verse

---

<sup>17</sup> Rinvoluceri Mario. Grammar Games. Cognitive, affective and drama activities for EFL students Cambridge, 1989

form, with rhyme, and have a series of other discourse features, which make them easy to follow. In consequence, if selected properly and adopted carefully, a teacher should benefit from songs in all phases of teaching grammar. Songs may both be used for the presentation or the practice phase of the grammar lesson. They may encourage extensive and intensive listening, and inspire creativity and use of imagination in a relaxed classroom atmosphere. While selecting a song the teacher should take the age, interests of the learners and the language being used in the song into consideration. To enhance learner commitment, it is also beneficial to allow learners to take part in the selection of the songs.

**Teaching Procedure** There are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher. For primary students, the best songs would be those that are either familiar to the children or those, though maybe not familiar, which have an international nature, such as Old Mac Donald. Since there is not a strict teaching procedure, the teacher can mainly concentrate on what to teach rather than on how to teach. For instance, while teaching them individual letter sounds or spelling the words, the traditional camp song Bingo, or while teaching them counting Johnny Works with One Hammer will be useful. In order to make the songs more meaningful and more enjoyable, motions can be added to the song which parallel the words of the song. Since most children enjoy singing fun and nonsensical lyrics, using easy children songs will be useful. Furthermore, choosing lively action songs through which they can dance or act while singing will ensure a lively atmosphere. For teenagers or adults in the intermediate or advanced level, it is better to use more meaningful or popular songs, which not only review or introduce grammar points but also reflect cultural aspects. At the primary level of singing the song, the prosodic features of the language is emphasized. At the higher levels, where the practice of grammar points is at the foreground, songs can be used with several techniques. Some examples of these techniques are: gap fills or close texts, focus questions, true-false statements, put these lines into the correct

sequence, dictation, add a final verse, circle the antonyms/synonyms of the given words and discuss. A teacher's selection of a technique or a set of techniques should be based on his or her objectives for the classroom. After deciding the grammar point to be studied, and the song and the techniques to be used, the teacher should prepare an effective lesson plan. Since songs are listening activities, it is advisable to present them as a listening lesson, but of course it is necessary to integrate all the skills in the process in order to achieve successful teaching. When regarding a lesson plan, as a pre-listening activity, the theme, the title, or the history of the song can be discussed. By directing the student's toward specific areas, problem vocabulary items can be picked up in advance. Before listening to the song, it is also beneficial to let the students know which grammar points should be studied. At this stage, pictures may also be used to introduce the theme of the song. In the listening stage, some of the techniques listed above can be used, but among them gap filling is the most widely used technique. Through such gaps, the vocabulary, grammar, or pronunciation is highlighted. This stage can be developed by the teacher according to the needs of the students and the grammar point to be studied. In the follow-up, integrated skills can be used to complete the overall course structure. Since many songs are on themes for which it is easy to find related reading texts, it may lead the learner to read a text about the singer or the theme. Besides, many songs give a chance for a written reaction of some kind. Opinion questions may lead the learner to write about his own thoughts or reflections. Some songs deal with a theme that can be re-exploited through role plays. Acting may add enthusiasm to the learning process. Finally, some songs deal with themes, which can lead to guided discussion. By leading the student's into a discussion, the grammar point could be practiced orally and, in a way, naturally. As a consequence, the use of songs in language classrooms provides many advantages. They entertain and relax the learners while they are learning or practicing a structure, and they often eliminate the students' negative attitude towards learning. Through providing authenticity and context they make the grammar points more understandable and easy. As language teachers, we can



benefit from using songs, since our concern is to motivate the students and draw their utmost attention on the subject during teaching.

### **3.2.The adequacy in using games**

In this paragraph we would like to reflect how modern teachers evaluate the adequacy in using games when teaching English language

Famous British teacher and educator Andrew Wright in his books' Language learning is hard work ... Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work.'<sup>18</sup>

Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information."

The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of 'meaningfulness' is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered.

If it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as central to a teacher's repertoire. They are thus not for use solely on wet days and at the end of term!

---

<sup>18</sup> Wright A. Games for Language Learning. Cambridge University Press, 1984

Another distinguished scholar, Aydan Ersoz, of USA noted them following<sup>19</sup>:

Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.'

Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.

In Korea a noted teacher Lee Su Kim distinguished games as follows<sup>20</sup>:

There is a common perception that all learning should be serious and solemn in nature, and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games.'

There are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class.
- 2% They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.

---

<sup>19</sup> Ersoz Aydan. The Internet TESL Journal, Vol. VI. No 6, June 2000

<sup>20</sup> Lee Su Kim. Creative Games for the Language. Class Forum Vol. 33 No 1, January - March 1995, Page 35

4. Games provide language practice in the various skills- speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.'

A great Polish educator the opinions of whom we mentioned within one of our chapters said,

Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. W. R. Lee holds that most language games make learners use the language instead of thinking about learning the correct forms<sup>21</sup>. He also says that games should be treated as central not peripheral to the foreign language teaching programmer. A similar opinion is expressed by Richard-Amato, who believes games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of using games. "Games can lower anxiety, thus making the acquisition of input more likely". They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Furthermore, to quote Richard-Amato, they, "add diversion to the regular classroom activities," break the ice, "but also they are used to introduce new ideas"<sup>22</sup>. In the easy, relaxed atmosphere which is created by using games, students remember things faster and better. S. M. Silvers "ays many teachers are enthusiastic about using games as "a teaching device," yet they often perceive games as mere time-fillers, "a break from the monotony of drilling" or frivolous activities. He also claims that many teachers often overlook the fact that in a relaxed atmosphere, real learning takes place, and students use the language they

---

<sup>21</sup> Lee, W. K.. Language teaching games and contests. Oxford: Oxford University Press. 1979.p-2

<sup>22</sup> Internet: <http://iteslj.org/Techniques/Chen-Games.html>

have been exposed to and have practiced earlier. Further support comes from Zdybiewska, who believes games to be a good way of practicing language, for they provide a model of what learners will use the language for in real life in the future.'

Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming.'

### When to Use Games

Ms. Uberman noted that 'Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee observes, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do". Games ought to be at the heart of teaching foreign languages. Rixon<sup>23</sup> suggests that games be used at all stages of the lesson, provided that they are suitable and carefully chosen.'

'Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. All authors referred to in this article agree that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency.'

### Learning Vocabulary

Games have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.'

---

<sup>23</sup> Rixon.S 1981. How to use games in language teaching. London Macmillan Publishers

'Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most from vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account.'

'In conclusion, learning vocabulary through games is one effective and interesting way that can be applied in any classrooms. The results of this research suggest that games are used not only for mere fun, but more importantly, for the useful practice and - view of language lessons, thus leading toward the goal of improving learners' communicative competence.' Why Use Games in Class Time?

Games are fun and children like to play them. Through games children experiment, discover, and interact with their environment.

Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus.

The game context makes the foreign language immediately useful to the children. It brings the target language to life. The game makes the reasons for speaking plausible even to reluctant children.<sup>24</sup>

Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot. Even shy students can participate positively.

### **How to Choose Games.**

A game must be more than just fun.

A game should involve "friendly" competition.

---

<sup>24</sup> Internet: <http://e.usia.gov/forum/vols/vol34>

A game should keep all of the students involved and interested.

A game should encourage students to focus on the use of language rather than on the language itself.

A game should give students a chance to learn, practice, or review specific language material.

One more scholar, M. Martha Lingerling said the following:

'In an effort to supplement lesson plans in the ESL classroom, teachers often turn to games. The justification for using games in the classroom has been well demonstrated as benefiting students in a variety of ways. These benefits range from cognitive aspects of language learning to more co-operative group dynamics.'

#### General Benefits of Games<sup>25</sup>

##### Affective:

- lowers affective filter
  - encourages creative and spontaneous use of language
  - promotes communicative competence
  - motivates
  - fun
- ##### Cognitive:
- reinforces
  - reviews and extends
  - focuses on grammar communicatively

##### Class Dynamics:

- student centered

---

<sup>25</sup> Rixon.S 1981. How to use games in language teaching. London Macmillan Publishers

- teacher acts only as facilitator
- builds class cohesion
- fosters whole class participation
- promotes healthy competition
- Adaptability:
  - easily adjusted for age, level, and interests
  - utilizes all four skills
  - requires minimum preparation after development

So language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.

Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be use ' to practice many types of communication.

Grammar is perhaps so serious and central in learning another language that all ways should be searched for which will focus student energy on the task of mastering and internalizing it. One way of focusing this energy is through the release offered by games. Teenagers are delighted to be asked to do something that feels like an out-class activity and in which they control what is going on in the classroom - they become the subjects, while for a lot of the 15,000 hours they spend in schools they are the objects of teaching. The point is that fun generates energy for the achievement of the serious goal.

Where exactly do such games fit into a teaching programme? Grammar games can be used in three ways:

- diagnostically before presenting a given structure area to find out how much knowledge of the area is already disjointedly present in the group;
- after a grammar presentation to see how much the group have grasped;
- as revision of a grammar area.

One should not use grammar games as a Friday afternoon 'reward' activity. Using them as a central part of the students' learning process would be a better idea. Thus, each game is proposed for a given level ranging from beginner to advanced. This refers simply to the grammar content of that particular game. But, as it has been already mentioned above, a lot of activities can be adapted to different classes with different grammar components. By changing the grammar content a teacher can, in many cases, use the game frame offered at a higher or lower level. Generally, any frame can be filled with any structures you want to work on with your students. The students have to take individual responsibility for what they think the grammar is about. The teacher is free to find out what the students actually know, without being the focus of their attention. Serious work is taking place in the context of a game. The dice throwing and arguing lightens and enlivens the classroom atmosphere in a way that most people do not associate with the grammar part of a course. The 'game' locomotive pulls the grammar train along. Everybody is working at once- the 15-30 minutes the average game lasts is a period of intense involvement.

Other reasons for including games in a language class are:

1. They focus student attention on specific structures, grammatical patterns.
2. They can function as reinforcement, review and enrichment.



3. They involve equal participation from both slow and fast learners.
4. They can be adjusted to suit the individual ages and language levels of the students
5. They contribute to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in a non-stressful situation.
6. They can be used in any language-teaching situation and with any skill area whether reading, writing, speaking or listening.
7. They provide the immediate feedback for the teacher.
8. They ensure maximum student participation for a minimum of teacher preparation.

A game should be planned into the day's lesson right along with exercises, dialogues and reading practice. It should not be an afterthought.

Games are a lively way of maintaining students' interest in the language, they are fun but also part of the learning process, and students should be encouraged to take them seriously. They should also know how much time they have to play a game. It's not useful to start a game five minutes before the end of the lesson. Students are usually given a five-minute warning' before the time is over so they can work towards the end.

The older the students are, the more selective a teacher should be in choosing a game activity. Little kids love movements, while older ones get excited with puzzles, crosswords, word wheels, and poster competitions whatever.

Modern language teaching requires a lot of work to make a lesson interesting for modern students who are on familiar terms with computers, Internet and electronic entertainment of any kind. Sympathetic relations must exist not only among students but between students and a teacher. It's of special importance for junior students because very often they consider their teachers to be the subject

itself, i.e. interesting and attractive or terrible and disgusting, necessary to know or useless and thus better to avoid.

A teacher should bear in mind that it is the content, not the form, which is of interest to the child. A toddler does not learn to say, "Cookie, please", in her native language because she is practicing the request form. "Cookie, please" is learned because the child wants a cookie.

So children learn with their whole beings. Whole-child involvement means that one should arrange for the child's participation in the lesson with as many senses as possible. Seeing pictures of children performing actions and repeating, "The boy is running", "The girl is hopping" is not at all as effective as when students do the actions themselves in response to commands and demonstrations from the teacher.

All said above is fairly true to adult learners not only children, because of our common human nature to possess habits through experience. We all learned to understand and speak our first language by hearing and using it in natural situations, with people who cared for and about us. This is the most effective and interesting way to learn a second language as well. The experts now advise language teachers to spend most of the classroom time on activities that foster natural acquisition, rather than on formal vocabulary and structure explanations and drills. They insist that "once you have become accustomed to the rewards and pleasures gained from teaching through activities, you will wonder how second-language teaching ever got to be anything else. Your own ideas for activities and their management will flow, and your students' learning rates will soar!" "Activities" mean action games, finger and hand-clapping games, jump rope and ball-bouncing games, seat and card games, speaking and guessing games and even handicraft activities. Judging the results we have nothing but believe them

### **3.3. Learning grammar through games**

The collection of word games is a valuable resource for the teacher of young through adult learners of English as a second or foreign language. Focusing primarily on language development through the use of high frequency vocabulary and structures, they reinforce classroom lessons and provide additional spelling, conversation, listening and speaking practice.

The most instructive language learning games are those that emphasize specific structures. They do not only practice the basic pattern but also do so in a pleasant, easy way that allows the students to forget they are drilling grammar and concentrate on having fun. The following games are concerned with Yes/No questions, When-questions, tag questions, comparative and superlative, adverbs, modals, demonstratives, etc.

Most learners somehow accept that the sounds of a foreign language are going to be different from those of their mother tongue. What is more difficult to accept is that the grammar of the new language is also spectacularly different from the way the mother tongue works. At a subconscious, semiconscious and conscious level it is very hard to want to switch to "to be" ('I'm 23', 'I'm hungry', 'and I'm cold') if it is "have" in Italian.

Practice part

### **Games with prepositions**

#### PREPOSITIONS OF TIME AND PLACE

##### 1. MAGAZINE SEARCH

Materials: Magazines to share in groups

Dynamic: Small groups

Time: 15 minutes

Procedure: I. On the board, write a list of prepositions of place that the students have studied. Divide the students into groups of three or four and give

each group several magazines. You may want to ask students to bring in their own. If you are supplying them, be sure that they have full-page ads or other large pictures.

2. Give the groups a time limit and have them search through their magazines to find a picture that contains situations illustrating prepositions of place.

3. When the time is up, each group goes to the front of the class, holds up its picture, and explains (in sentences) the contents of the picture, using prepositions of place.

Example: The dog is under the table.

The table is next to the man. The table is in front of the window.

4. The group that found a picture allowing them to correctly use the most prepositions of place from the list on the board wins. NOTE: With an intermediate group, choose a wider range of prepositions that they have already reviewed.

## 2. SCAVENGER HUNT

Materials: Worksheet 1.1, objects filled in various objects provided by instructor<sup>26</sup>

Dynamic: Pairs

Time: 20 minutes

Procedure: 1. Before students come into the classroom, distribute various objects around the room, placing them in visible positions that students can describe using their prepositions of place. List the objects on the worksheet.

2. Divide the class into pairs and give each pair a copy of the worksheet.

---

<sup>26</sup> See the Paragraph 2.2.3 - chapter 1 (Worksheet 1.1: SCAVENGER HUNT)

3. The students look around the room for each object listed on the worksheet and write a complete sentence describing its location. The first group to finish brings their worksheet to you to be checked. If the answers are correct, that group wins.

### 3. PREPOSITIONAL CHAIN DRILL

Materials: None

Dynamic: Whole class

Time: 10 minutes

Procedure: 1. Review prepositions of place.

2. Take a small object, such as a pen, and do something with it, then describe your action. (Put the pen on the desk and say, "I put the pen on the desk.")

3. Give the pen to a student and ask him/her, "What did I do with the pen?"

4. The student answers and then does something different with the object that involves a different preposition of place.

5. The student then passes the object to the next student and asks, "What did we do with the pen?" That student repeats what the teacher did and what the first student did with the object. The second student then does something different with the object before passing it to the third student.

Example:

Teacher; I put the pen on the desk. What did I do with the pen?

Alfredo: You put the pen on the desk, (to the next student, Damian) I put the pen above my head. What did we do with the pen? Damian: The teacher put the pen on the desk. Alfredo put the pen above his head. I put the pen under my book, (to the next student) What did we do with the pen? etc.

6. This activity continues until no one can do something different with the pen that can be described using a preposition of place.

NOTE: You may want to write the prepositions that have been used on the board to help the students remember.

Variation: Give each student a card to use with a preposition of place on it.

#### 4. ERROR ANALYSIS

Materials: Worksheet 1.2 or other similar picture<sup>27</sup>

Dynamic: Pairs

Time: 1. Divide the class into pairs. Give each pair a copy of the worksheet or other similar picture. NOTE: If you are using your own picture, also give the pairs several sentences you have written about the picture, as on the worksheet. Some sentences should be accurate, and others incorrect.

2. The pairs read the sentences about the picture and decide if they are correct or incorrect in their preposition usage. If they are incorrect, they must correct them.

3. When a pair is finished, check their work. If this is a competition, the first pair to finish the worksheet correctly wins. If using this activity as a review activity, go over the answers together when everyone has finished.

SUGGESTION: As a follow-up activity, have each pair write 10 True/False sentences with which to challenge another pair.

#### 5. PREPOSITION BEE

Materials: Worksheet 1.3 A or 1.3 B for instructor's use<sup>28</sup>

Dynamic: Teams

---

<sup>27</sup> Internet: <http://e.usia.gov/forum/vols/vol36/no1/p20.htm-games> (worksheet 1.2: ERROR ANALYSIS)

<sup>28</sup> Internet: <http://e.usia.gov/forum/vols/vol36/no1/p20.htm-games>

(Worksheet 1.3 A: PREPOSITION BEE (LOWER LEVEL) (Worksheet 1.3 B: PREPOSITION BEE (HIGHER LEVEL))

Time: 10 minutes

Procedure: 1. Divide the class into two teams. Have them line up along opposite walls, or arrange their desks in two lines.

2. The first student from Team A steps to the front of the class. Read a sentence, omitting the preposition. The student must fill in the blank. Several answers will probably be possible; give the team a point for any appropriate answer.

3. Alternate students from the two teams until everyone has had a turn or you are out of time. The team with the most points wins.

**SUGGESTION:** Instead of reading the sentences, use an overhead and reveal one sentence at a time. This avoids repetition and helps the students to focus on the sentence.

**NOTE:** You may want to make your own sentences based on the prepositions your class has covered. This activity could also be done at a higher level with sentences using phrasal verbs.

## PHRASAL VERBS

### 1. CONCENTRATION

Materials: Board, instructor's grid

Dynamic: Groups

Time: 25 minutes

Procedure: 1. Draw a grid on the board with just the numbers. On a paper, your grid will have the answers written in.

**NOTE:** In the example below, the phrasal verbs have been taken from the list in Fundamentals of English Grammar. Several of the verbs in the chart below can take more than one particle, but the list is usually limited to one or two

combinations. It is important to choose combinations you have studied and to limit entries so that three or even four matches are not possible. If you have studied more than one combination (such as ask out, ask over, and ask around,) and you want to review them using this activity, you will need to use some particles more than once. That way, the students will be able to make matches such as ask out, drop out, and so on. This chart is intended only as a model to help you explain the game; your own chart will be geared to the lessons in your class.

On the board:

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Instructor's grid:

1 ask	2 back	3 drop	4 up	5 through
6 around	7 out	8 off	9 down	10 fill
11 in	12 get	13 write	14 start	15 throw
16 over	17 away	18 put	19 fool	20 call

2. Divide the class into groups of about five. Tell them that this is a memory game and no writing is allowed. Explain that they are looking for matches and will get a point for each match. They can confer as a team, but you will accept an answer only from the student whose turn it is. They can call out two numbers together the first time since no one knows where any of the words are. In subsequent turns, they should wait for you to write the first answer before they call out their second number.



3. As the first student calls out numbers, write the words that correspond to these numbers in the blanks. Ask the class if it is a match. If not, erase the words. If so, leave them there and cross them out (see below).

On the board:

1	2	3	4 up	5
6 around	7	8	9	10
11	12	13	14	15
16	17	18	19 fool	20 call

Variation: Instead of matching the verb with an appropriate preposition, you can set up the grid to review meaning. Your instructor's grid might then look like this model. Follow the same rules for the game above.

Instructor's grid

1 call back	2 give back	3 stop sleeping	4 stop a machine/ light	5 get through with
6 return	7 invent	8 return a call	9 start a machine/light	10 throw out
11 make up	12 shut off	13 be careful	14 put off	15 discard
16 wake up	17 postpone	18 turn on	19 watch out for	20 finish

Materials: Board, Worksheet 1.4 (optional)<sup>29</sup>

Dynamic: Teams

Time: 10 minutes

Procedure: 1. Draw a tic tac toe grid on the board with the first word of the phrasal verbs written in. Divide the class into two groups.

2. A student from Team X comes to the board and writes in the corresponding particle for the verb he/she selects. If correct, he/she draws his/her mark in the square (an X). (You may choose to accept only combinations you have studied in class or that are listed in the students' books, or you may decide to accept any correct combination. Whichever you decide to accept, make your decision clear to the students before playing the game.)

3. A student from Team O then comes to the board and does the same. If an answer is incorrect, the student cannot draw his/her mark and erases the answer. The next player on the other team may choose that same square or another square.

4. The first team with three marks in a row wins.

NOTE: You will probably want to explain game strategy such as blocking, but often the student's choice is based on which verb he/she knows.

5. As a follow-up, divide the class into groups of three and use the worksheet. One student is X, one is O, and the other is in charge and can have his/her book open to the verb page to judge whether an answer is correct. After the first game, the students should rotate roles so that the judge is now one of the players. Continue until all students have had a chance to be the judge. As you will see, some of the verbs on the handout take several different prepositions. As long as the students make an acceptable phrasal verb, the answer is correct.

---

<sup>29</sup> Internet: <http://iteslj.org/Techniques/Chen-Games.html>

NOTE: The items on the worksheet come from the list in Fundamentals of English Grammar. If this worksheet is not appropriate to your class, modify it.

Variation: On the grid on the board (or on a modified worksheet), fill in the squares with both parts of phrasal verbs. When a student selects a certain square, he/she must use the phrasal verb in a complete sentence which demonstrates understanding of the meaning. If the sentence is correct, the student puts his/her team's mark in that square.

Example:

as, out do over fill up

get off give up try on

turn off make up hang up

A student from Team X chooses "give up." The student then makes a sentence orally: I couldn't understand the assignment, so I gave up. The sentence must reflect the student's understanding of the meaning of the phrasal verb. A sentence such as I gave up or Don't give up is not acceptable. If a sentence is accepted as being correct, the student writes an X over the square. A student from Team O then chooses a square and makes a meaningful sentence using that phrasal verb. Alternate turns until one team has three in a row or the game is a draw.

### 3. PREPOSITION BEE

See the directions for the Preposition Bee on Worksheet 1.5 or a similar list of your own sentences<sup>30</sup>.

### 4. BEAT THE CLOCK

Materials: 3" x 5" cards (see sample)

---

<sup>30</sup> Internet: <http://iteslj.org/Techniques/Chen-Games.html>

Dynamic: Teams

Time: 30 minutes

Procedure: 1. Put a sentence using a phrasal verb on one side of as many index cards as you need. Review and discuss phrasal verbs. Have the students create sentences or dialogues and practice orally.

2. Divide the class into two teams, A and B. Arrange the teams so that Team A's desks are directly across from (and touching) Team B's desks. If using tables, have Team A sit on one side and Team B on the other side.

3. Show the students the front of a card. The first student {A or B} who answers with a phrasal verb that correctly replaces the verb on the card gets a point for his/her team. If that student can then use the phrasal verb in a sentence with the correct tense, his/her team gets an extra point.

Example:

Card: I raised my children in Ohio.

Student response: bring up

I brought my children up in Ohio.

Sample cards:

FRONT BACK

I raised my children in Ohio.	bring up
I met John by chance at the mall.	run into
Tell Jill to return my call.	call back
Please be sure to arrive for the test at exactly 8:00.	show up

## 5. "UP" VERBS

Materials: 3" x 5" cards

Time: Pairs/Small groups

Time: 20 minutes

Procedure: Write one verb on each card. Choose some verbs that can also be phrasal verbs with up. Examples: ask (can't be used with up) check (can be used with up) cross (can't be used with up) ge< (can be used with up)

2. Divide the class into pairs or groups of three or four. Give each group a stack of verb cards.

3. Tell the students to divide the cards into two piles: verbs with up/verbs without up.

4. When all the up verbs are found, have the students take turns explaining the meaning of each phrasal verb to the other students in the group.

Variation: Make three identical sets of vocabulary cards. Divide the class into three teams. Tell the students to find the up verbs. The team that finds the most up verbs wins. Each correct up verb is worth one point. For each incorrect up verb, subtract one point from the total score. Use the same procedure for any phrasal verb pattern (for example, out, away, through, etc.).

Games offer students a fun-filled and relaxing learning atmosphere. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way. While playing games, the learners' attention is on the message, not on the language. Rather than pay attention to the correctness of linguistic forms, most participants will do all they can to win. This eases the fear of negative evaluation, the concern of being negatively judged in public, and which is one of the main factors inhibiting language learners from using the target language

in front of other people. In a game-oriented context, anxiety is reduced and speech fluency is generated-thus communicative competence is achieved.

Games are also motivating. Games introduce an element of competition into language-building activities. This provides valuable impetus to a purposeful use of language. In other words, these activities create a meaningful context for language use. The competitive ambiance also makes learners concentrate and think intensively during the learning process, which enhances unconscious acquisition of inputs. Most students who have experienced game-oriented activities hold positive attitudes towards them (Uberman 1998). An action research conducted by Huyen and Nga (2003), students said that they liked the relaxed atmosphere, the competitiveness, and the motivation that games brought to the classroom. On the effectiveness of games, teachers in Huyen & Nga's (2003) reported that action research reported that their students seem to learn more quickly and retain the learned materials better in a stress-free and comfortable environment.

The benefits of using games in language-learning can be summed up in nine points.

Games: are learner centered.

1. promote communicative competence.
2. create a meaningful context for language use.
3. increase learning motivation.
4. reduce learning anxiety.
5. integrate various linguistic skills.
6. encourage creative and spontaneous use of language.
7. construct a cooperative learning environment.
8. foster participatory attitudes of the students.

### 3.4. Types of Exercises for the Assimilation of Grammar

The chief difficulty in learning a new language is that of changing from the grammatical mechanism of the native language to that of the new language. Indeed, every language has its own way of fitting words together to form sentences. In English, word order is more important than in Uzbek. The word order in **Tom gave Helen a rose** indicates what was given (a rose), to whom (Helen), and by whom (Tom). If we change the word order and say **Helen gave tom a rose**, we shall change the meaning of the sentence. In Uzbek, due to inflexions, which are very important in this language, we can say **Том Ленага гул берди** or **Ленага Том гул берди** without changing the meaning of the sentence, as the inflexion “га” in the word Лена indicates the object of the action.

The inversion of subject and finite verb in **Are you...** indicates the question form. In speaking English, Uzbek pupils often violate the word order which results in bad mistakes in expressing their thoughts.

The English tense system also presents a lot of trouble to Uzbek-speaking pupils because of the difference which exists in these languages with regard to time and tense relations. For example, the pupil cannot at first understand why we must say **I have seen him today** and **I saw him yesterday**. For him the action is completed in both sentences, and he does not associate it in any way with **today** or **yesterday**.

The use of modal verbs in various types of sentences is very difficult for the learner. For example, he should differentiate the use of **can** and **may** while in Uzbek the verb **may** covers them both. Then he should remember which verb must be used in answers to the questions with modal verbs. For instance, **May I go home? No, you mustn't. May I take your pen? Yes, you may. Must I do it? No, you needn't.**

The most difficult point of English grammar is the article because it is completely strange to Uzbek -speaking pupils. The use of the articles and other determiners comes first in the list of the most frequent errors. Pupils are careless in the use of “these tiny words” and consider them unimportant for expressing their thoughts when speaking English.

For these reasons we want to study and offer some types of exercises for the assimilation of grammar, they are

**1 Recognition exercises.** These exercises are the easiest type of exercises for pupils to perform. They observe the grammar item in structures (sentence patterns) when hearing or reading. Since pupils only observe the new grammar item the situations should be natural and communicative. For example:

- Listen to the sentences and raise your hands whenever you hear the verbs in the Past Simple.

*Mike lives in Pushkin Street. I lived there last year. Ann gets up at 7 o'clock in the morning. She got up at half past seven yesterday. Etc.*

It is desirable that sentences formed should concern real situations and facts.

Pupils listen to the teacher and raise their hands when they hear a verb in the Past Simple. The teacher can see whether each of his pupils has grasped the sentence.

- Read the sentences and choose the correct form of the verb. The following sentences may be suggested:

*I (go, went) to school yesterday.*

*Tom (takes, took) a bus when he goes to school.*

*She (got, gets, gets) up at 7 o'clock every day.*

Pupils should read the sentences and find the signals for the correct choice of the form. Since the necessary form is suggested in each sentence they should only recognize the one they need for a given context.

Recognition exercises are indispensable as pupils retain the grammar material through auditory and visual perception. Auditory and visual memory is at work.



**2 Drill exercises.** They are more completed as they require reproduction on the part of the pupils. In learning a foreign language drill exercises are indispensable. The learners cannot assimilate the material if they only hear and see it. They must reproduce it both in outer and inner speech. The more often they say it the better they assimilate the material. Though drill exercises are those in which pupils have only one difficulty to overcome, they should also be graded:

– Repetitive drill. Pupils pronounce the sentence pattern after the teacher, in imitation of the teacher, both individually and in unison. For example:

Teacher: *They are dancing in the park.*

Class: *They are dancing in the park.*

Individuals: *They are dancing in the park.*

Or pupils listen to the dialogue and say it after the speaker.

*-Is Ann dancing now?*

*-No, she isn't.*

*-What is she doing?*

*-She is watching television.*

Attention is drawn to the correct pronunciation of the sentence pattern as a sense unit, as a statement (sounds, stress, and melody)

**Substitution.** Pupils substitute the words or phrases in a sentence pattern. For example:

*The children are dancing in the park.*

*The children are dancing in the garden.*

*The children are dancing in the street.*

*The children are dancing            in the yard.*

*The children are dancing            in the hall.*

*The children are dancing            after classes.*

*The children are dancing            at the party.*

A pupil substitutes a phrase, the rest may say it in unison. Then they are invited to replace the word *dancing* with other words.

*They are singing in the park.*

*They are working in the park.*

*They are walking in the park.*

*They are playing in the park.*

*They are running in the park.*

*They are talking in the park.*

*They are watering flowers in the park.*

*They are planting trees in the park.*

*They are helping the workers in the park.*

The use of a particular verb is stimulated with pictures (or an Uzbek word). Quick revision is achieved with a small expenditure of effort. In this way they review many words and phrases. As pupils have only one difficulty to overcome the work does not take much time. Or pupils are invited to replace the words in the dialogue with those given in columns (see the dialogue above).

There is one more advantage in performing this type of exercises—pupils consolidate the grammar item without thinking about it. They think of the words, phrases, but not of the form itself, therefore, involuntary memory is at work.

**Completion.** Pupils complete the sentences the teacher utters looking at the pictures he shows. For example:

Teacher: Look at the picture.

Mike is ... ..

Pupil: Mike is getting up.

Class: Mike is getting up.

Teacher: Mike is ... ..

Pupil: Mike is dressing.

Class: Mike is dressing.

Attention should be given to the use of *is* in this exercise. The teacher should pronounce *Mike is ...* to prevent the typical mistake of the pupils (*Mike dressing*). This is essential structural element of the tense form of the Present Continuous; Uzbek -speaking pupils, however, do not feel any necessity to use it.

### **Answering the teacher's questions**

For example:

Teacher: Is Mike getting up?

Pupil: Yes, he is.

Teacher: Who is getting up?

Pupil: Mike is.

Teacher: What is Mike doing?

Pupil: He is getting up.

Drill exercises may be done both orally and in written form. Pupils perform oral exercises during the lesson and written ones at home. For example, they are told to write five or seven sentences on the model given.

During the next lesson the work done at home is checked orally. In this way pupils have practice in pronunciation while reading their own examples, and in auding while listening to their classmates.

### **Creative exercises (speech exercises)**

This is the most difficult type of exercises as it requires creative work on the part of the learners. These may be:

– Making statements either on the picture the teacher shows, or on objects. For example, the teacher hangs up a picture and asks his pupils to say or write three or five statements in the Present Continuous.

– Asking questions with a given grammar item. For example, pupils are invited to ask and answer questions in the Past Indefinite.

– Speaking about the situation offered by the teacher. For example, one pupil gives commands to perform this or that action, the other comments on the action (actions) his classmate performs.

Pupil 1: Go to the door, Sasha.

Pupil 2: Sasha is going to the door.

Pupil 3: Open the door.

Pupil 4: Sasha is opening the door.

– Speaking on a suggested topic. For example, a pupil tells the class what he did yesterday.

– Making dialogues using the grammar item covered.

– Telling the story (read, heard).

– Translating into English.

Participating in free conversation in which pupils are to use the grammar item they have learned. E. g., pupils have learned sentence patterns with the impersonal it.

Through these questions pupils are stimulated to speak about the weather and use the grammar item they have learnt.

All the exercises of the creative type are designed for consolidating grammar material pupils need for hearing and speaking.

All the exercises mentioned above are designed:

– to develop pupils' skills in recognizing grammar forms while auding and reading English texts;

– to accumulate correct sentence patterns in the pupils' memory which they can reproduce whenever they need these patterns for speaking or writing;

– to help the pupils to produce sentences of their own using grammar items necessary for speaking about a situation or a topic offered, or writing an essay on the text heard or an annotation on the text read.

### **Grammar tests**

A check on the assimilation of grammar material is carried out through:

- auding (if a pupil understands what he auds, he knows grammar);
- speaking (if a pupil uses the grammar item correctly, he has assimilated it);
- reading (if a learner understands what he reads, he knows grammar);
- tests.

Tests allow the teacher to evaluate pupils' achievement in grammar, that is, how each of them has mastered forms, meaning, and usage. Tests in grammar may involve: filling in the blanks; opening the brackets; transformation (e. g., make it negative, change into plural, etc.); extension (e. g., / *like to read books* — *I like to raid English books in our library*); completion (e. g., *When I came home ...*); making statements on the pictures given; translation.

## CONCLUSION

In the present qualification work we attempted to investigate the problem of game using at English language lessons, one of the main problems in theory of English grammar teaching. We chose the theme of our qualification work because we interested in it. We used different kind of references to investigate the role of games in teaching English.

Recently, using games has become a popular technique exercised by many educators in the classrooms and recommended by methodologists. Many sources, including the ones quoted in this work, list the advantages of the use of games in foreign language classrooms. Yet, nowhere have I found any empirical evidence for their usefulness in vocabulary presentation and consolidation.

Through the main objectives of the games were to acquaint students with new words or phrases and help them consolidate lexical items, they also helped develop the students communicative competence.

From the observations, I noticed that those groups of students who practiced grammar activity with games felt more motivated and interested in what they were doing. However the time they spent working on the words was usually slightly longer than when other techniques were used with different groups. This may suggest that more time devoted to activities leads to better results. The marks students received suggested that the fun and relaxed atmosphere accompanying the activities facilitated students learning. But this is not the only possible explanation of such an outcome. The use of games during the lessons might have motivated students to work on the vocabulary items on their own, so the game might have only been a good stimulus for extra work.

Although it cannot be said that games are always better and easier to cope with for everyone on overwhelming majority of pupils find games relaxing and motivating. Games should be an integral part of a lesson providing the possibility of intensive practice while at the same time immensely enjoyable for both students and teachers. My research has produced some evidence which shows that games are useful and more successful than other methods of vocabulary presentation and revision. Having such evidence at hand, I wish to recommend the wide use of games with vocabulary work as a successful way of acquiring language competence.

The present material can be used at the lessons of grammar, practical course of English language, lexicology, and speech practice in both universities and English classes at schools. This paper can help to create the teaching aids, textbooks, etc. Teachers and students might use the results of the present work for the further investigations.

It is necessary for the teacher to create a comfortable atmosphere for the students to make them feel at ease while performing their grammar acquisition. Hence, the teacher of the English language needs:

- 1) Knowledge of pedagogic and psychology; the nature of the learner and the nature of the learning and teaching processes;
- 2) Knowledge of teaching methods and techniques, the best and most effective ones to use; an understanding of the purpose and aim of each technique and device he uses;
- 3) Confidence and skill in his handling of teaching techniques.

The present paper has dealt with the teaching of grammar in parallel with all the methods and approaches it went through, the teaching of grammar as conceived by the various grammarians and schools, and the importance of

grammar as a branch that includes one essential part of the study ,that is the connective ties and their role in decoding the reading comprehension meanings .



## THE LIST OF USED LITERATURE

1. Karimov I.A "Uzbekistan along the road of independence and progress".- Tashkent: Ma'naviyat, 1998.- P. 156-168
2. Шатилов С.Ф. "Теоретические основы методики обучения грамматическому аспекту иноязычной речи". В сборнике "Общая методика обучения иностранным языкам". Хрестоматия/сост. Леонтьев А.А. – М., Русский язык., 1991
3. Abbott G., D. McKeating, J.Greenwood, and P.Wingard. 1981. The teaching of English as a international language. A practical guide.
4. Azar B.SH. Fun with grammar. New York 2000
5. CELCE-MURCIA, M., Teaching English as a Second or Foreign Language, 3rd edition, pp.132-140
6. CELCE-MURCIA, M., Techniques and Resources in Teaching Grammar, Oxford, 1988, pp.347-359
7. CELCE-MURCIA, M. & LARSEEN-FREEMAN, D., The Grammar Book, Heine & Henley Publishers, 1998, pp.4-10, 272
8. Chomsky, N.(1965). Aspects of the Theory of Syntax. Cambridge: MIT Press.
9. Christophersen, P. (1973). Second-Language Learning, Myth and Reality. London, Penguin Education
10. Celce-Murcia, M. Olshtain, E. (2000). Discourse and Context in Language Teaching. Cambridge: CUP.
11. Ersoz Aydan. The Internet TESL Journal, Vol. VI. No 6, June 2000
12. Ellis, G. (1996). "How Culturally Appropriate is the Communicative Approach"ELT Journal,
13. Hasman, M.A.(2000). "The Role of English in the 21st Century" English Teaching Forum, 38 (1), pp. 2-5.
14. Halliday, M.A.K. & Hasan, R. (1976). Cohesion in English. London: Longman.

15. Halliday, M.A.K.(1985). Introduction to Functional Grammar.London: Edward Arnold
16. Harmer, J. (2001). The Practice of English Language Teaching. England : Longman. 50 (3), pp. 231-218.
17. Hubbard P., Jones B, Thornton, and R.Wheeler. 1983. A training course for TEFL. Oxford. Oxford University Press
18. Horwitz E.K, Horwitz M.B, and Cope J.A 1986. Foreign language classroom anxiety. The Modern language Journal.
19. Khelloufi, S.A. (1983). A Study of the Teaching of English with Special Reference to Existing Policies, Teaching Methods and Students' Attitudes.Unpublished MA Thesis, University of Algiers, 1983.
20. Lee Su Kim. Creative Games for the Language. Class Forum Vol. 33 No 1, January-March 1995
21. Lee W.R. 1979. Language teaching games and contests. Oxford. Oxford University Press.
22. Makey, Sandra L. (1985). Teaching Grammar. Oxford; Pergamon Institute of English.
23. Nguyen Thi Thanh Huyen, Khuat Thi Thu Nga. Learning Vocabulary Through Games. Asian EFL Journal
24. Quirk, R., and Sidney, G. (1985). A Comprehensive Grammar of the English Language. London: Longman
25. Rinvoluceri Mario. Grammar Games. Cognitive, affective and drama activities for EFL students Cambridge, 1989
26. Rinvoluceri Mario and Paul Davis. 1992 More grammar games. Cambridge University Press.
27. Rixon.S 1981. How to use games in language teaching. London Macmillan Publishers
28. Strevens, P.(1987). "English as an International Language" English Teaching Forum, 25 (4), PP. 56-63.

29. Tin Yong Mei and Jang Yu-jing Using Games in an EFL Class for Children  
Daejin University ELT Research Paper.
30. TARONE, E., YULE, G., Focus on Language Learner, Oxford University  
Press, 1991, pp.74-80
31. THORNBURY, S., How to Teach Grammar, Longman, Pearson Education  
limited, 1999, pp.49-90
32. UR, P., A Course in Language Teaching, pp.4-17, 75-89
33. UR, P., Grammar Practice Activities, Cambridge University Press, 1988, pp.4-  
10
34. WRIGHT, A., Pictures for Language Learning, Cambridge University Press,  
1989, pp.136-140 86
35. WRIGHT, A., Games for Language Learning, Cambridge University Press,  
1984, pp.24-30
36. Wright A. Games for Language Learning. Cambridge University Press, 1984
37. Wilga M.Rivers, Mary S. Temperley. A practical guide to the teaching of  
English as a second language. Cambridge 1978
38. WOODS, E., LEOD, N. M., Using English Grammar: meaning and form,  
Cambridge, 1990, pp.33-54
39. Woods, E.(1995). Introducing Grammar. London: Penguin.
40. Widodo, H. P(2006). "Approaches and procedures for teaching grammar".  
English Teaching Practice and Critique, Vol. 5, (1). pp. 122-141.
41. World Book Encyclopedia Chicago 1993 Vol. 6 p. 56

#### **Internet resources**

1. Internet: <http://search.atomz.com/>
2. Internet: <http://e.usia.gov/forum/vols/vol36/no1/p20.htm-games>
3. Internet: <http://iteslj.org/Techniques/Chen-Games.html>
4. Internet: <http://e.usia.gov/forum/vols/vol34>
5. [www.slideshare.net/Ottomay/national-grammar-day-presentation](http://www.slideshare.net/Ottomay/national-grammar-day-presentation)
6. . [www.slideshare.net/Ottomay/teaching-grammar-1279836](http://www.slideshare.net/Ottomay/teaching-grammar-1279836)

7. . [www.slideshare.net/vanyac/teaching-grammar-134752](http://www.slideshare.net/vanyac/teaching-grammar-134752)
8. . [www.slideshare.net/gskeesee/grammar-review-531028](http://www.slideshare.net/gskeesee/grammar-review-531028)