

ESSENTIAL FEATURES OF TEACHING GRAMMAR TO EFL  
LEARNERS

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**Annotation:** *This article is devoted to essential features of teaching grammar to foreign language learners. It lights up teaching the English grammar with innovative technologies in classrooms and correcting learner's mistakes.*

**Key words:** *grammar, materials, learners, language, pair work, group work, mistakes, correct, materials, learning styles,*

Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. Many people, including language teachers, hear the word "grammar" and think of a fixed set of word forms and rules of usage. They associate "good" grammar with the prestige forms of the language, such as those used in writing and in formal oral presentations, and "bad" or "no" grammar with the language used in everyday conversation or used by speakers of non-prestige forms. The teacher should use the authentic materials as teaching tools. Focus examples on a particular theme or topic so that students have more contact with specific information and vocabulary. In this article, I would like to share some procedure for teaching grammar.

Aspects in teaching grammar can be made more communicative by retaining some practices. Introduction of grammar materialized by a lot of principles have formed the foundation of English language. It seeks to provide learners with the

target language system. It is assumed that learners will have to prepare to use the target language in many predictable and unpredictable acts of interaction which arise both in classroom interaction and in real-world situations, whether concurrent with language training or subsequent to it. [1,500] Students of intermediate level appreciate and benefit from direct instruction that allows them to apply discussions, debates and critical thinking skills to language learning. Teachers can take advantage of this by providing explanations that give students a descriptive understanding of each point of grammar. Teach the grammar point in the target language or the students' first language or both. The goal is to facilitate understanding. Limit the time you devote to grammar explanations to 10 minutes, especially for lower level students whose ability to sustain attention can be limited. Present grammar points in written and oral ways to address the needs of students with different learning styles. An important part of grammar instruction is providing examples. Teachers need to plan their examples carefully around two basic principles: *Be sure the examples are accurate and appropriate. They must present the language appropriately, be culturally appropriate for the setting in which they are used, and be to the point of the lesson.*

Language teachers who adopt this definition focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. These results are bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context.

While such a small class gives learners a great deal of individualized attention from the teacher, it does not provide opportunity for group and pair work with different sets of classmates. Much of our language interaction in the classroom was between student and teacher. While the teacher did ask and answer questions of our classmates, she or he must give other students few tasks where pair and group work was necessary to accomplish a goal while using the target language. I think that the opportunity to complete cooperative tasks using

Uzbek, we might have taken more language risks. The teacher might have seen and heard some more varied language production. This is just my hunch. I do know that I enjoyed asking questions of my students with each other in the target language, and I wish they had had more opportunity for student to student communication without the teacher's involvement. The interaction competence model balances these extremes. The model recognizes that overt grammar instruction helps students acquire the language more efficiently, but it incorporates grammar teaching and learning into the larger context of teaching students to use the language.

I begin with a review of English grammar, eliciting from them whatever explicit knowledge they have of the grammar of English noun and verb phrases, and summarize this on the board: what emerges from this is that English noun phrases contain nouns or pronouns: *we define them in a 'schoolbook' way as name of a person, place or thing, adjectives, numerals and other quantifiers, demonstratives (this, that), definite and indefinite articles*, and some people even mention *gerunds*. There is a direction of modification; everything modifies to the right, and not to the left. This may seem obvious, but in other languages this may not be the case. Modification needs to be established as a kind of dependency. Modifiers are focused on the 'head' that they modify. [5,351]. There is a hierarchy of constituents in the noun phrase (and the sentence in general). The order of constituents is not democratic. Adjectives in English have no morphological marking that tells us that they are adjectives, but possessives do—they are marked in pronouns with stem alternates. After this brief recap of what the students know/remember about this subject, I ask for volunteers to represent the constituents of an English noun phrase. I have prepared large cards with *nouns, adjectives, and other modifiers* on them, and they have to organize themselves into an acceptable Noun Phrase. They do this with some reluctance and rolling of eyes etc. because at this point they see it as childish. However, it requires them to cooperate in producing an acceptable Noun Phrase and it reminds them that the

order is not free-*the adjectives are closest to the Noun, the quantifiers in front of the adjectives, the demonstratives before that, etc.*

The most characteristic functions of the noun in a sentence are the function of a subject and an object, since they commonly denote persons and things as components of the situation, e.g.: *The teacher took the book*. Besides, the noun can function as a predicative (part of a compound predicate), e.g.: *He is a teacher*; and as an adverbial modifier, e.g.: *It happened last summer*. The noun in English can also function as an attribute in the following cases: when it is used in the genitive case (*the teacher's book*), when it is used with a preposition (*the book of the teacher*), or in contact groups of two nouns the first of which qualifies the second (*cannon ball, space exploration, sea breeze, the Bush administration, etc.*). The last case presents a special linguistic problem, which is sometimes referred to as "*the cannon ball problem*". One aspect of the problem can be formulated in the following way: is it a contact group of two nouns or is the first word in this phrase an adjective homonymous with a noun? The arguments which support the former point of view are as follows: the first word in such contexts does not display any other qualities of the adjective, except for the function (it cannot form the degrees of comparison, it cannot be modified by an adverb, etc.); besides, sometimes the first noun in such groups is used in the plural, e.g.: *translations editor*. An additional argument is purely semantic: *a dangerous corner – a danger signal*; the adjective *dangerous* describes the thing referred to by the following noun, so it is possible to ask a question "*What kind of ...?*", while the noun *danger* tells us what the purpose of the signal is, so the possible question is "*What ... for?*"

The use of pair work, especially, can be helpful when students give each other corrective feedback, as long as such a situation is carefully scaffolded. The usefulness of effective corrective feedback can be influenced by students' language level and learning styles. Students are sometimes more receptive to feedback from their peers-it can be less intimidating to some than correction by the teacher. The use of pair work in student-generated corrective feedback can,

however, be an effective way to include less teacher-centered correction in the classroom. Pair and group work can also be helpful in vocabulary and grammar acquisition. Students who work collaboratively to complete a task involving new vocabulary have each other as a resource: working with another can give students an opportunity to interact with a new word more frequently than if they simply complete a task on their own [1,59]. Students have yet another opportunity to interact in English when providing each other corrective feedback. The teacher in this case is a facilitator of the students' using English together. The argument that students just need to use the language and the rest will come by itself seems rather weak. Students come to us we must teach them. If they want only conversation, they will probably inform us - or, they might just go to a chat room on the Internet. Obviously, students need to be corrected as part of the learning experience. However, students also need to be encouraged to use the language.

The need for knowledge workers and become a developed nation place tremendous responsibilities onto schools and educators to prepare their children to meet global technological changes. In preparing students for their role in society, the Uzbekistan Ministry of Education has identified technology along with literacy and communication, problem solving and human relations as a foundation skill area to be developed in every subject. The uses of information, communication and technology will not only enable the students to learn but to also enhance their understanding of the connections between technology, society and the environment. Teachers play the important role of facilitators and parents are encouraged to give due attention to students' progress and achievement.

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