

AUTHENTIC USE OF GRAMMAR

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Abstract. The main task of a foreign language teacher in the past was to teach grammatical structures without any context. Learners were not taught to communicate in the language. Such kind of approach to a language teaching caused teachers` difficulty in making the language classes interesting. Because of this, learners were not interested in learning a foreign language, namely, grammar. According to my observations, I can say, even some ESL teachers are confused why to teach grammar if learners don`t use it in real life .But today, when we say teaching grammar, we imply effective strategies, motivation, support and stimulation, refraining from obsolete methods and creating global programs. Authentic use of grammar is the very approach learners need. Grammar should be integrated into other language skills as listening, reading, speaking and writing. It encourages the active, purposeful and communicative use of grammar.

Key words: authentic, motivation, grammar, communicative

Grammar is one of the most essential elements of learning a language whether it is native or foreign. Yet grammar is hard to learn and difficult to remember. It may be because when we say grammar, a great number of learners understand long rules that they have to learn by heart. Probably, for this reason, grammar seems to be boring. This concept causes the difficulties in learning grammar and unwillingness of learners to study grammatical structures. I dare to say that even natives consider learning their mother tongue grammar tedious. But you can change your students` attitude and ease both the process of teaching and learning grammar. In this article I want to share my experience how to make grammar lessons entertaining, how to enhance students` interest in the example of the English language.

On December 10, 2012 the first President of Uzbekistan signed a decree “On measures to further improve foreign language learning system”. The decree set a task to elaborate a new standard for foreign languages matching international standards, create absolutely new textbooks and work out a new standardized assessment system. Meanwhile, new textbooks matching the world standards have been published. Scientists have worked out new types of assessment and, of course, new ways of teaching foreign languages. Now communicative language teaching (CLT) is at the heart of this approach.

In the past, students were taught grammatical structures and a lot of theories about the language. Many learners did not learn to communicate in the language. But now teaching language focuses on what a learner can do in communication. As the goal of a language is communication, the aim of the grammar in a language context is to promote communicative efficiency. An efficient teacher is aware that students are not always able to develop grammar skills on their own without additional supports. Here below some tips to help teachers develop students' grammar skills:

1. Selecting the most appropriate strategy for presenting a grammar topic;
2. Using authentic materials and creating authentic practice activities as similar to real life as possible
3. Ensuring students know the goal of the grammar task is the goal to understand;
4. Creating different contexts in which students can practice in order to strengthen their grammar skills;
5. Developing routines involving certain scripts;
6. Being creative and thinking up new activities yourselves
7. Making grammar lessons fun

Let's talk about using authentic materials and creating **authentic practice activities**. Different games can be cited as an example of such kind of activities. For example, you are going to present a new grammar topic "Synonyms". "5x5 cards game" helps you to motivate your students because it is like a card game which is familiar to students, what's more, it is popular with people and, I am sure, it can be a great motivating factor to promote students to join in the game. This fun activity requires advance preparation of a deck of cards. Each deck consists of 5 cards with a word and illustration to this word on them. Every word on the cards is synonym to each other in the meaning. For example:

Deck1

Card1 –precious Card1- allow Card1-neat Card1-stop Card1-hinder

Deck2 .

Card2- prevent Card2-clean Card2- eager Card2-permit Card2-rare

Deck3

Card3- let Card3-adored Card3-restrain Card3-trim Card3-
grant

Deck4 .

Card4- keen Card4-avoid Card4-costly Card4-earnest Card4-
spruce

Deck5.

Card5- tidy Card5-anxious Card5-authorise Card5- dear Card5-enthusiastic

As you see, there are only five words with their synonymous ones. To play this game you should divide the class into 5 small groups. Each group chooses

any one deck of cards from five and the cards are distributed among the group members. Using facial expressions or gestures ,that`s miming, you give definitions to the words .For example ,you can nod your head that means “ yes, agree”. Students who have cards with a word matching the mime hold up the appropriate card ,read out (let, allow, authorise, permit, grant).and put the card on the table. The game goes until they have gone all the way through the cards. At the end, you check the cards, analyse the answers and show to the mistakes if there are any. Don`t forget to mention active students as it is a great stimulation to be more interested in learning grammar ,I hope. You can do variations on the game. You can play this game using antonyms, regular and irregular verbs and so on. As for me, this is a good tool to introduce new grammar.

Routines involving certain scripts are the best, from my personal point of view, to enhance students` interest to learn grammar. You should be creative and make up short dialogues and ask students to perform it. For example:

“Why was a guest in anxiety?”

A hostess: Mrs. Hopkins, help yourself to the salad. I made it for you.

Mrs. Hopkins: You made it?!!

A hostess: Yes. I also roasted a turkey. I will bring it.

Mrs. Hopkins: You roasted a turkey?

A hostess: Oh, why was you anxious?

Mrs. Hopkins: Oh, no! Thank you very much. I must go.

A hostess: Very strange! Why did she leave?

Students should solve the problem why a guest was in anxiety.(The problem is the incorrect use of tense forms, namely, the Present Perfect Tense)

Or you can implement another authentic practice activity “**Using photos**” to ease students` understanding the use of tense forms. For this you may show 2 or 3 photos of the same place or person...in the Past, in present and in the future. Looking at the photos students compare and contrast them. Then they make up sentences. For example, you show two different photos of Tashkent and students describe them how it was in the past, how it is now.

The streets **were** narrow.

The streets **are** broad.

The houses **were** old and low.

The houses **are** new and high.

That how Tashkent will be in the future is up to the students` imagination.

Story telling is also a good motivation for students to evolve their interest in grammar learning. Before the lesson you prepare handouts with a story that is appropriate to students` level. For example:

The Pied Piper led the rats **over** the bridge,
Up the hill, **down** the hill, **round** the castle.
Along the road, **past** the little house,
Through the garden of the big house,
Into the wood, and **into** the river.

Having read the story students think of what the grammar structure is used. Another grammar activity can be done through the story – students may draw the picture.

Combining listening with grammar, without any doubt, encourages students. From my own experience, I can say, if you choose a song, it would be better. When choosing a song , remember about the level of students and there should be more grammatical structures. For example:

There **will be** blue birds over the white cliffs of Dover
Tomorrow...Just you wait and see.
There **will be** love and laughter and peace ever after.
Tomorrow, when the world is free.
The shepherd **will tend** his sheep ,and Jimmy **will go** to sleep

After listening ,you can ask your students what grammar structure is used in the song.(The Future) Such kind of activities help teachers introduce, practice, consolidate grammatical structures, establish a context in the classroom that prepares for the teaching and learning grammar interesting and real-life. Undoubtedly, this encourages and motivates learners to continue learning a language, exactly, grammar and makes learning process fun.

In conclusion, I am going to say that the best way for teaching grammar is to give examples along with the rules. Teachers must do whatever possible to boost the interest in learning grammar

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