

TEACHING ENGLISH GRAMMAR FOR A2 LEVEL PUPILS

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Abstract: Teaching grammar has always been a much debated issue in the field of language studies. This article defines how to teach English grammar for A2 level pupils efficiently as a EFL.

Key words: Grammar, ESL, EFL, illuminator6 syntax and morphology

Introduction

The EFL is taken into consideration an opportunity in a rustic in which English isn't always the local language.ESL works as an illuminator in English-speaking countries just like the United States. English as a 2nd language (ESL) and English as a overseas language (EFL) have special coaching patterns Grammar, regulations of a language governing the sounds, words, sentences, and different elements, in addition to their mixture and interpretation. The phrase grammar additionally denotes the observe of those summary capabilities or a ee-e book supplying those regulations. In a restrained sense, the time period refers most effective to the observe of sentence and phrase structure (syntax and morphology), except for vocabulary and pronunciation.

Literature review

Even though learning any foreign language like English represents as motivating as challenging, it requires a lot of effort and constant practice. It is completely different to learn it as a need in a target language community than learning in a formal classroom which forces to teachers and students to be as creative as hardworking. Grammar constitutes as one of the most difficult parts of learning a language, but at the same time it provides the necessary elements to avoid misunderstandings and helps the listener and the speaker to communicate effectively. Subasini, M., & Kokilavani, B. (2013), suggest that the most beneficial way of helping students is to improve their command of grammar in writing. So, learning grammar is considered as helpful as beneficial for learners. The origins of grammar are mentioned in a book written by

Hurford, James R., 2011. The author finds a strong relation between the behavior of some animals to create a structured way of communication based on different aspects related to the language they use and the way they encode and decode a message in order to transmit it effectively. In most literature sources related to linguistic skills, the teaching and learning of grammar is considered a means of promoting the linguistic growth of learners through structural organization of all other skills; only when both meaning and form are given sufficient attention is the acquisition in this context complete and learning outcomes reached (Tilfarlioglu & Yalçin, 2005, p. 158).

Discussion

Initially, teacher needs to plan his/her lesson according to the new theme. As we know, the lesson would be three stages that introduction, main body(sequencing) and conclusion(ending part). For example, in introduction stage, teachers may organize some warm-up activities, asking question that are related to last theme, when it comes to main stage, they may explain new theme, then activities which are related to this theme and in concluding part, in order to strengthen new theme, use some activities or asking questions and give homeworks. In order to teach grammar, using some interesting activities that are belonged to that theme help to improve pupil's learning range. When teachers use some attractive activities, pupils do not boring during explaining grammar part instead of dulling they interested in this grammar lesson and can learn effectively. When the learner is deductively defined the policies after which offered examples wherein those are reflected, the acquisition isn't active; it becomes a system where the learner stores a duplicated version of a ready-made linguistic patterns. And also we need to know there are a few key things and keep in mind. First, teachers need to engage students and make sure they understand what they're trying to teach them. Second, they need to meet their level and fit their needs. Finally, the most important thing is that teachers should teach vocabulary that is actually useful. If we do all three things well, then students will have a great experience with English. Students should learn basic phrases and expressions, understand simple written English, and generally be able to interact with English speakers, be able to communicate. This requires a certain knowledge of grammar. In pre-intermediate lesson plans your students will find grammar units teaching: Present Simple and Continuous, Past Simple and Continuous, Present Perfect, Past Perfect, future time expressions, 1st and 2nd conditionals, adjective and adverb comparisons, modal verbs, subject and object pronouns, quantifiers, countable and uncountable nouns, prepositions, and more. Grammar can be taught implicitly (i.e., without overt explanations) or explicitly (i.e., using deductive or inductive reasoning). Teachers can plan their grammar lessons using the PPP (i.e., Present, Practice, Produce) procedure, the TBI (i.e., Task-Based Instruction), or the DL (i.e., Discovery Learning) approach. The PPP Procedure is the most traditional way of teaching grammar. The lesson starts

with the presentation of the target structure and proceeds to the practice stage. This practice stage starts with controlled exercises (e.g., drills, matching, gap filling, etc) and ends up with less controlled tasks such as sentence completion. The last part of the lesson is fluency-based. The students are required to use the target structure in specific situations.

Preparation

The preparation starts with a warm-up (especially, at the beginning of the session).

Presentation

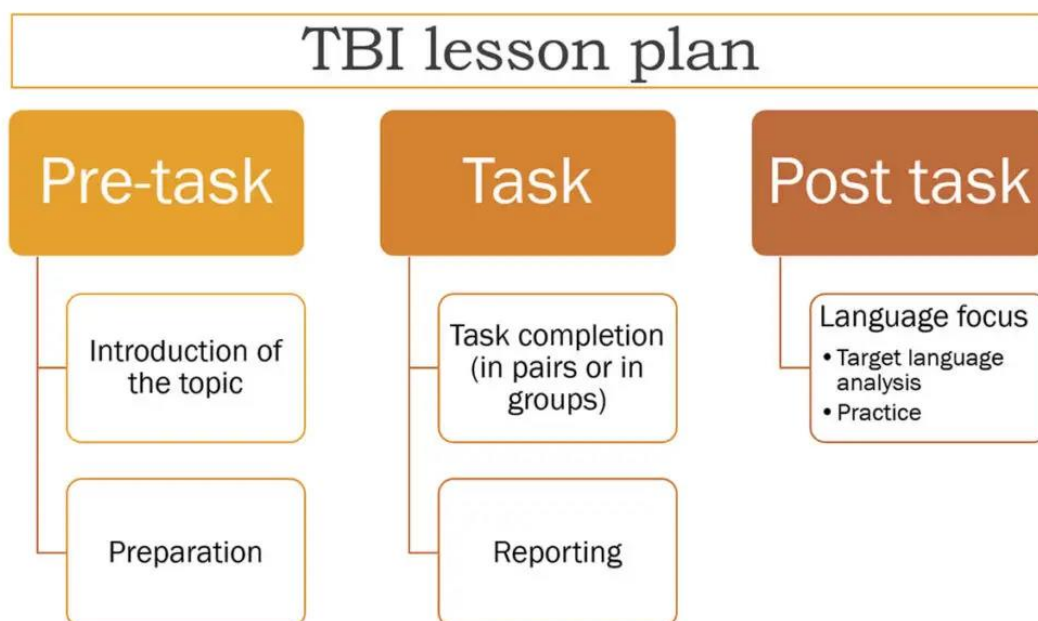
In the presentation stage, the target structure should be presented within a specific context (e.g., text, conversation, video, an audio file, a situation, etc.) This stage should not take too much time. Present only the necessary aspects of the target language without going into too many details (e.g., don't elaborate too much on exceptions.)

Practice

The Practice stage is meant to familiarize the students with target structures. In this stage, the teacher assigns activities that allow them to practice and get familiarized with the new aspect of the language so that they can automatize its use while receiving minimal and appropriate assistance from the teacher.

Production

In the production stage, the learners are provided with a context with a well-designed situation in which they will use the target language. Support from the teacher is minimal and TTT (Teacher Talk Time) is reduced to the maximum. In Task-based Instruction, learners are invited to do a fluency-oriented activity from the onset of the lesson using their own linguistic resources. It is only after the learners have tried to accomplish the task that the teacher introduces accuracy-based activities to adjust learners' production, focusing on the language they need to work on. What happens as the students complete their task determines the language learned.



Discovery learning focuses on raising students' awareness of the target language. Teachers provide a context with examples of a specific grammar point. Next, they draw the students' attention to notice the recurrent grammar patterns. The students are, then, guided to discover the rules of form and use them by themselves using well-devised guiding activities. Like the PPP, a Discovery Learning lesson starts with accuracy activities. A context is provided at the beginning which is meant to identify and analyze the target language. It is only after the rules have been discovered that the students do a fluency-based activity.

To sum up, when teachers teach grammar for A2 level pupils, they can use activities and some methods or techniques like task based instruction, PPP, or discovery learning. these are also useful to teach grammar and help to enhance pupil's knowledge.

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