
Selecting a proper method for teaching grammar as a skill for adult students by conducting a detailed research.

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Abstract: One of the clear perspective needed issues of learning and teaching is the role which the grammar has in the foreign languages. As Rinvoluceri (1984) cited, explicit teaching should not be facilitated in L2 classrooms that input hypothesis affirms the acquisition of L2 language competence through exposure. As long as learners experience by comprehensible and meaningful way, they can acquire by exposure instead of explicit grammar. However, paradoxically, he recommends giving grammar by story-telling and reading as homework only for adult learners in high schools. Moreover, he also suggests that it should be conducted in mini-lessons covering only simple rules just to satisfy the curiosity as filling gaps without expecting the acquisition of grammar rules in the classrooms.

Key words: grammar error, explicit grammar, story-telling, acquisition of grammar, rules, present continuous, interlanguage development.

Introduction: This research includes the learner's profile, the chosen grammar point and its description for remedial teaching and a proper lesson plan. The identification of the grammar errors in productive skills of the learner is given in the accordance with the interview and the writing sample that is the core reason for the topic of the remedial teaching.

To finish this small-scale project successfully including the grammar errors and the helpful lesson creation the appropriate participant A was selected to be involved in doing the interview voluntarily that she found comfortable to state her name with a particular letter to feel confidential. To form a more real imagination, providing general linguistic factors including educational success and potentials regarding learning languages, styles, methods, age and institutions are considered as first crucial initials. The first course student of the World Languages University was chosen whose nationality is Uzbek. She is an enthusiastic 17 years old girl who wants to learn language skillfully as a native speaker. As she stated in the interview that she started learning English as L2 after her critical period when she was 15 years old which shifted more obstacles for her to learn the target language faster. This was the reason to try various learning styles and methods to develop the proficiency that led to find out her own favorable approach to continue learning. As her dominating learning style is kinesthetic, the same unchanged process feels somehow dull. Because she mostly try different situations by changing them more often that this process needs to include real practice, acting and touching. Usually she appreciates communications as a tool for learning regarding speaking with friends, chatting with natives through texting and sending voice messages. Moreover, she prefers to learn by imitating and copying from natives' speech gradually to improve native-like production, listening them to raise the comprehension and writing reviews and descriptions for books and movies. She tries to live up-to-date, that's why she always watches and listens the latest movies and songs in English languages. One trait of her feels quite similar with mine that she is quite risk-taker and obsessed with

American sitcoms, that's why she can communicate with a lot of native phrases and vocabularies. As she has an introvert personality, she developed the fluency well by interacting a lot.

However, she has sensible errors to use the grammar correctly that the accuracy limps in productive skills. For example, she said "it is raining since morning" in the interview. Currently her level is pre-intermediate that she has B1 certification which was taken for the entrance of the university. I got her writing "My recent holiday" that revealed some considerable grammar errors with present perfect continuous. Furthermore, she has misunderstandings of the usage "since" and "for". These were the reason for me to choose "Present perfect continuous" with time expressions as a topic for my remedial teaching and the lesson plan.

Description of the grammar point

Being progressive forms of the tenses, present perfect continuous is considered one of the problematic grammar points for foreign language learners who mostly confuse the meaning with present perfect or present continuous. It was the challenge that the chosen participant encountered in more often in her both written and spoken discourse. This part of the project intends to find and analyze the source of the problem by realizing the nature of the present perfect progressive and searching for the proper and fruitful pedagogical approaches.

One of the burning challenges of teaching\learning of ESL\EFL students is to decide whether present perfect continuous forms or present perfect forms. This difficulty is because that one of the functions of the present perfect is to mention about the action that has started in the past and continues till the present which is almost the same with present perfect, according to Thornbury (1999). Although present perfect continuous form was not researched as the hot discussions in the linguistic field, there are a few particular definitions about it in the accordance of the aspect by several language specialists. Trask (1993) describes that the present perfect continuous tense is also called as present perfect progressive that defines actions or situation started in the past and still ongoing in the present. According to Crustal (2008), the construction is formed in this tense with two elements as subject + have\has + the present participle (root+ing) + objective that it serves to predicate by showing person and grammatical number. As Hartman and Stroke (1972) pointed out present perfect progressive is utilized to refer the unspecified time somewhere between "before now" and "now". Moreover, perhaps the speaker is thinking about the circumstance which started but possibly did not finish within that period of time. According to Trask (1993), the owner of the speech is interested in the process as well as the result that the process can be still continuing or can have just finished.

The main root of the problem of the target learner may be the willingness to study grammar that is set of rules defining the meaning by giving confusing structures in her mind. In turn, this may complicate the instructor's task and demands to give students motivation before introducing this part of the grammar. According to Nunan (1998) highlights that LL will never be able to interact by engaging in the target language explaining their ideas and emotions concisely unless they give emphasis on grammar of the language. As long as the students find the rules of grammar arduous, the instructor ought to create such materials which can grab learners' attention and make the lesson more enthusiastic. There are a number of ways to conduct grammar far more fabulous through integrating effective tools such as media, technology, video or audio into the lesson.

The other cause of learners' mistakes in the usage of present continuous tense can be the lack of ability to realize the rules and the meaning which is one of the learning challenges of grammar that was cited by Ellis (2006). Though the students understand the particular rule and they even may not have difficulty to place correctly, they are not able to use it in interaction accurately. According to Ellis (2006), this obstacle may come into existence as a result of selected pedagogical approaches that focus on rote learning rather than freely applied production of the target language. In modern English classrooms, the communication

skills are more appreciated to design the practical activities which is beneficial to motivate learners to produce target language freely and the structure of the grammar than making them to implement lower order activities. According to Shameem & Tickoo, new language grammar patterns can be engaged in effectively when learners are covered with communicational activities that gives the instructor advantage to observe potential learning problems.

Conclusion: As the properly chosen approaches and methods tend to be the key to intended success of the lesson, the crucial step of grammar teaching is to make clear the main spot of the lesson, form or meaning, maybe both of them. According to Doughty (2001), the emphasis of meaning is efficacious especially for interlanguage development. However, as DeKeyser (1998) claimed teaching target language forms explicitly by focusing on form approach tend to be more proper in EFL classroom as it is a gradual process. Teaching grammar as a skill originally was proposed by Batstone (1994) that it created possibilities to combine form and meaning equally. Therefore, the provided activities in lesson plan cover both form and meaning of Present Perfect continuous tense. Coming from the skill approach, the grammar can be integrated in the context combining with other skills. Moreover, to sequence the lesson PPP approach will be utilized to fit the grammar for overall context of the ESL\EFL lesson.

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