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TEACHING GRAMMAR TO INTERMEDIATE STUDENTS

Аннотация

В статье рассматриваются вопросы, связанные с разными аспектами обучения грамматике. Актуальность данного исследования обусловлена новизной темы. Основная цель – рассмотреть использование разных подходов в процессе обучения грамматике. Методы синтеза, аналогии и обобщения позволили проанализировать роль презентации нового материала, использование коммуникативных речевых упражнений при закреплении грамматического материала, что позволяет повысить мотивацию и интерес обучающихся.

Ключевые слова

Грамматика, роль, усвоение, упражнение, навык

Grammar is conventionally seen as the study of the syntax and morphology of sentences. It is the study of linguistic chains and slots [1, p. 10].

Grammar has been given a renewed lease of life thanks to recent changes in this sphere; students' knowledge has increased considerably. The explicit teaching of grammar remains a contentious issue.

Accuracy with grammar means that written communication is clear, correct and unlikely to cause confusion with vagueness and uncertainty [2, p. 129]. We learn by making mistakes and if we don't talk about them, we will not improve our grammar skills.

Conversation or chat can be successfully used to practice tense forms or

grammatical structures with intermediate students. Such forms and methods provide a rich language environment for integrating, repeating and practicing. It is possible to have conversations with learners of even quite low levels, simply by asking yes-no questions, introducing elementary tense aspects, by prompting and reformulating the learner's answer. In this way conversation provide the ideal scaffolding within which learners can take risks in the knowledge that, if they trip up, there will be someone to help them. As speakers become more proficient, these verbal scaffolds can be gradually dismantled. For instance, the teacher of intermediate students can seat them in a circle or in pairs and then initiate a conversation, using a certain sentence structure with present tenses or past tenses, thus encouraging the students to participate in the chat. Sometimes pictures or a story can be used to encourage students and thus the conversation may continue in this vein until most learners have been involved. When the teacher decides that the chat has run its course, he elicits some questions and answers using the given tense forms and then he may write them on the board. He can suggest having a similar conversation in pairs, monitoring it, correcting or providing the necessary vocabulary.

It should be noticed that using pictures, conversations, dialogues and presentation in the stage of grammar practice can improve a lesson dynamic, especially if combined with judicious use of personalization activities.

It should be noticed that the best way to automise grammatical knowledge is practice. Such activities are conventionally aimed at improving both accuracy and fluency of production. They can also provide conditions for increasing the complexity of the learner's developing language system – a process also known as restructuring. Practice activities need not be aimed solely at production but in case of grammar interpretation tasks can serve to develop the receptive processing of grammar as well.

It is a well-known fact that for successful grammar teaching, a number of conditions need to apply. One of them is a teacher's genuine interest in the students as people and a personality. But it's not sufficient unless it is reflected in the teacher's behavior, including such aspects as manner, voice, body language, eye-contact, and

use of names. The way the class is organized is important as well. The teacher's role is to provide an atmosphere within which the learners feel safe. At the same time he may use various techniques to introduce grammar rules, to practice the use of them through exercises, conversations, chats, dialogues, projects.

Thinking about grammar teaching as primarily practice rather than presentation can help to solve a number of problems that teachers feel they may face in class. The best way to avoid over-long unhelpful explanations is to prepare them carefully when lesson-planning. Timelines, substitution tables, annotated examples, diagrams can be successfully used in grammar explanation and new material presentation.

In checking certain grammatical structures or for instance, tense forms and voice projects can be used. Most of them may work best if undertaken by small groups. Working together provides mutual support and a wider range of ideas.

So, in teaching grammar all aspects are vital, as students need not only communication and various language-related tasks and exercises but also feedback on how successful or not their attempts at learning have been.

Список использованной литературы:

1. Scott Thornbury. How to teach grammar. – Edinburgh: Pearson education limited, 1999. 189p.
2. Chris Curtis. How to teach English. – UK.: Independent thinking press, 2019. 169p.

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