

METHODOLOGY OF TEACHING A SENTENCE IN EFL CLASSES

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ABSTRACT

In this article we are going to determine Methods of teaching sentence teaching methods in English grammar. As usual, sentence theory is given and studied in grammar in the syntax part, but modern methods of teaching require language in practice, i.e. communication is better than learning a language according to grammatical rules. One of the main problems today is teaching foreign language grammar. Proper use of grammar is very important to help convey messages correctly. Grammar is intended for practical purposes, but we believe that in order to use grammar effectively, we need to understand the basic system of grammar. Therefore, you will find the materials discussed below on teaching grammar and teaching methodology.

Keywords: situation, efficiently, require, expenditure, stimulated, observe, individually.

INTRODUCTION

In this article we are going to determine the ways of teaching methods of sentences in the English grammar. As usual sentence theory is given and studied in grammar in syntax part, but modern methods of teaching require language in action i.e. communication is better than learning language according to grammatical rules. Nowadays, one of the main problems is teaching foreign language grammar. Correct use of grammar is essential in aiding to convey messages properly. The grammar aims to be practical, but we feel that in order to be able to use grammar efficiently we must understand the underlying system of grammar. Therefore, you will find some reviewed material below on teaching grammar and teaching methodology.

1. Recognition exercises

These exercises are the easiest type of exercises for pupils to perform. They observe the grammar item in structures (sentence patterns) when hearing or reading. Since pupils only observe the new grammar item the situations should be natural and communicative. For example:

- Listen to the sentences and raise your hands whenever you hear the verbs in the Past Simple.

Mike lives in Pushkin Street. I lived there last year. Ann gets up at 7 o'clock in the morning. She got up at half past seven yesterday. Etc.

It is desirable that sentences formed should concern real situations and facts.

METHODOLOGY

Pupils listen to the teacher and raise their hands when they hear a verb in the Past Simple. The teacher can see whether each of his pupils has grasped the sentence. Then according to the level of the learners, a teacher may work out tense exercises on the base of context they listened.

Pupils should read the sentences and find the signals for the correct choice of the form. Since the necessary form is suggested in each sentence they should only recognize the one they need for a given context. Recognition exercises are indispensable as pupils retain the grammar material through auditory and visual perception.

2. Drill exercises

They are more completed as they require reproduction on the part of the pupils. In learning a foreign language drill exercises are indispensable. The learners cannot assimilate the material if they only hear and see it. They must reproduce it both in outer and inner speech. The more often they say it the better they assimilate the material. Though drill exercises are those in which pupils have only one difficulty to overcome, they should also be graded:

- Repetitive drill. Pupils pronounce the sentence pattern after the teacher, in imitation of the teacher, both individually and in unison. So, such exercises for beginners and pre-intermediate learners: Teacher: *They are dancing in the park.*

Class: *They are dancing in the park.*

Individuals: *They are dancing in the park.*

Or pupils listen to the dialogue and say it after the speaker.

-Is Ann dancing now?

-No, she isn't.

-What is she doing?

-She is watching television.

RESULTS

Attention is drawn to the correct pronunciation of the sentence pattern as a sense unit, as a statement (sounds, stress, and melody).

– Substitution. Pupils substitute the words or phrases in a sentence pattern. For example:

The children are dancing in the **park**.

The children are dancing in the **garden**.

A pupil substitutes a phrase, the rest may say it in unison. Then they are invited to replace the word *dancing* with other words.

They are **singing** in the park.

They are **working** in the park.

The use of a particular verb is stimulated with pictures (or a Russian word). Quick revision is achieved with a small expenditure of effort. In this way they review many words and phrases. As pupils have only one difficulty to overcome the work does not take much time. Or pupils are invited to replace the words in the dialogue with those given in columns (see the dialogue above).

There is one more advantage in performing this type of exercises—pupils consolidate the grammar item without thinking about it. They think of the words, phrases, but not of the form itself, therefore, involuntary memory is at work.

– Completion

Pupils complete the sentences the teacher utters looking at the pictures he shows.

For example:

Teacher: Look at the picture.

Mike is

Pupil: Mike is walking.

Class: Mike is walking.

Teacher: Mike is

Pupil: Mike is dressing.

Class: Mike is dressing.

Attention should be given to the use of *is* in this exercise. The teacher should pronounce *Mike is ...* to prevent the typical mistake of the pupils (*Mike dressing*). This is essential structural element of the tense form of the Present Continuous; Answering the teacher's questions

For example:

Teacher: Is Mike walking?

Pupil: Yes, he is.

Teacher: Who is walking?

Pupil: Mike is.

Teacher: What is Mike doing?

Pupil: He is walking.

DISCUSSION

Drill exercises may be done both orally and in written form. Pupils perform oral exercises during the lesson and written ones at home. For example, they are told to write five or seven sentences on the model given.

During the next lesson the work done at home is checked orally. In this way pupils have practice in pronunciation while reading their own examples, and in auditorium while listening to their classmates.

3. *Creative exercises (speech exercises)*

This is the most difficult type of exercises as it requires creative work on the part of the learners. These may be:

– Making statements either on the picture the teacher shows, or on objects. For example, the teacher hangs up a picture and asks his pupils to say or write three or five statements in the Present Continuous.

– Asking questions with a given grammar item. For example, pupils are invited to ask and answer questions in the Past Indefinite.

– Speaking about the situation offered by the teacher. For example, one pupil gives commands to perform this or that action, the other comments on the action (actions) his classmate performs.

Teacher: Please Sanjar, Go to the door, Pupil: Sanjar is going to the door.

Teacher: Open the door. Pupil: Sanjar is opening the door.

– Speaking on a suggested topic. For example, a pupil tells the class what he did yesterday.

– Making dialogues using the grammar item covered.

– Telling the story (read, heard).

– Translating into English.

Participating in free conversation in which pupils are to use the grammar item they have learned. E. g., pupils have learned sentence patterns with the impersonal *it*.

Through these questions pupils are stimulated to speak about the weather and use the grammar item they have learnt.

All the exercises of the creative type are designed for consolidating grammar material pupils need for hearing and speaking.

All the exercises mentioned above are designed:

– to develop pupils' skills in recognizing grammar forms while auditing and reading English texts;

– to accumulate correct sentence patterns in the pupils' memory which they can reproduce whenever they need these patterns for speaking or writing;

– to help the pupils to produce sentences of their own using grammar items

necessary for speaking about a situation or a topic offered, or writing an essay on the text heard or an annotation on the text read.

4. Grammar tests

A check on the assimilation of grammar material is carried out through:

- adding (if a pupil understands what he audios, he knows grammar);
- speaking (if a pupil uses the grammar item correctly, he has assimilated it);
- reading (if a learner understands what he reads, he knows grammar);
- tests.

CONCLUSION

Tests allow the teacher to evaluate pupils' achievement in grammar, that is, how each of them has mastered forms, meaning, and usage. Tests in grammar may involve: filling in the blanks; opening the brackets; transformation (e. g., make it negative, change into plural, etc.); extension (e. g., / *like to read books* — *I like to read English books in our library*); completion (e. g., *When I came home ...*); making statements on the pictures given; translation.

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