

7-10-2019

TEACHING GRAMMAR IN CONTEXT TO DISABLED LANGUAGE LEARNERS

Shuhratjon Boykhanov
an English teacher Namangan State University

Sarvinoz Yusufjanova
a third-year-student Namangan State University

Follow this and additional works at: <https://uzjournals.edu.uz/namdu>



Part of the [Education Commons](#)

Recommended Citation

Boykhanov, Shuhratjon and Yusufjanova, Sarvinoz (2019) "TEACHING GRAMMAR IN CONTEXT TO DISABLED LANGUAGE LEARNERS," *Scientific Bulletin of Namangan State University*: Vol. 1 : Iss. 3 , Article 37.

Available at: <https://uzjournals.edu.uz/namdu/vol1/iss3/37>

This Article is brought to you for free and open access by 2030 Uzbekistan Research Online. It has been accepted for inclusion in Scientific Bulletin of Namangan State University by an authorized editor of 2030 Uzbekistan Research Online. For more information, please contact brownman91@mail.ru.

TEACHING GRAMMAR IN CONTEXT TO DISABLED LANGUAGE LEARNERS

Cover Page Footnote

???????

Erratum

???????

TEACHING GRAMMAR IN CONTEXT TO DISABLED LANGUAGE LEARNERS

Shuhratjon Boykhanov, an English teacher, Sarvinoz Yusufjanova a third-year-student
Namangan State University

[Email:shboykhanov@yahoo.com](mailto:shboykhanov@yahoo.com)

Abstract: *In this article the role of grammar in teaching English to disabled language learners are studied. It is also stressed on advantages of teaching grammar and improving disabled language learners knowledge in context, through dialogues, games and websites.*

Key words: *Physically or psychologically disabled children, generative situation, communicative teaching and grammar teaching, comprehensibility, acceptability, didactic special games.*

**ОБУЧЕНИЕ ГРАММАТИКИ В КОНТЕКСТЕ УЧЕНИКАМ ИЗУЧАЮЩИЕ
АНГЛИЙСКИЙ ЯЗЫК С ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ**

Шухратжон Бойханов, преподаватель английского языка, Сарвиноз

Юсуфжановой, студентка третьего курса

НамГУ

[Email:shboykhanov@yahoo.com](mailto:shboykhanov@yahoo.com)

Аннотация: *В этой статье изучена роль грамматики в изучении и преподавание английского языка ученикам с ограниченными возможностями. Также подчеркнута преимущества обучения грамматики и улучшение знаний учеников в контексте через диалоги, игры и веб-сайты.*

Ключевые слова: *Дети физическими и умственными ограничениями, порождающая ситуация, коммуникативное обучение и обучение грамматики, понятность, приемлемость, дидактические специальные игры.*

**ИМКОНИАТИ ЧЕКЛАНГАН ТИЛ ЎРГАНУВЧИЛАРГА ГРАММАТИКАНИ
КОНТЕКСТ ОРҚАЛИ ЎРГАТИШ**

Шухратжон Бойханов инглиз тили ўқитувчиси, Сарвиноз Юсуфжанова, Хорижий
тил ва адабиёт йўналиши 3 – босқич талабаси

НамДУ.

[Email:bshuhratjon@yahoo.com](mailto:bshuhratjon@yahoo.com)

Аннотация: *Ушбу мақолада имконияти чекланган тил ўрганувчиларга инглиз тили грамматикасини ўқитишнинг аҳамияти ўрганилган. Шунингдек, уларни грамматикани контекст, диалоглар ва интернет манбалари орқали ўқитишнинг афзалликларини ҳам алоҳида таъкидлаб ўтилган.*

Калит сўзлар: *Жисмоний ёки психологик жиҳатдан имконияти чекланган, ҳаракатга келтирувчи вазият, мулоқотга асосланган ўқитиш ва грамматикани ўргатиш, тушунарлилик, мувофиқлилик, махсус дидактик ўйинлар*

If a child has a learning disability it does not mean that he or she is not intelligent. Actually some physically or psychologically disabled children are turned to be much smarter than their normal peers. The problem is in disabled students' particular characters and ages, as teachers have to apply special approaches, methods and techniques to teach all language skills. One of the most important language skills is grammar skill. While studying the literature related to teaching grammar we have found the views. Tabbert stresses the importance of grammar simply as: —It is frequently pointed out that students confuse lie and lay, do not choose who and whom correctly, say infer instead of imply, mismatch subjects and verbs, mix up pronoun reference, use double negatives, etc., and that these mistakes are evidence of their need to study grammar.[1]. It is crucial to acquire grammar skills for communicating effectively. Richards and Renandya point out two good reasons for teaching grammar.[2]

a) Comprehensibility: It is impossible all the time to have a meaningful and successful communication without knowing certain grammar structure, if language learners have less knowledge to make understandable sentences. . We must, therefore, try to identify these structures and teach students well.

b) Acceptability: in some social contexts, language learners' illiteracy may prevent from integrating with native-speakers.

Grammar skill though up to date and language materials in context by native speakers, is taught easily. As a result this helps students to aware authenticity and develop their communication skills. As Hammer states "Students need to get an idea of how the new language is used by native speakers and the best way of doing this is to present language in context"[3]

In genuine communication beyond the classroom, grammar and context are often so closely related that appropriate grammatical choices can only be made with reference to the context and purpose of the communication.[4]

Some advantages of this method are, students are exposed to the target language in an authentic or near authentic setting, they see or hear the target language before having to focus on it.[5]

Using dialogues is an effective way of teaching grammar. —The use of dialogues in grammar teaching is useful because the use of dialogues generally matches learners' expectations of how language is used in the real world: people use language primarily to talk to each other. [6]

Communicative teaching and grammar teaching are not mutually exclusive. They fit hand in glove.[7] Through context learners will see the usage of grammatical patterns better, and the context will help them understand how to use grammar forms and structures. When we teach grammar in context we may language learners will probably have preferences explaining its meaning, rules are taught or implicit inductively a grammar structure by actively participating in the activity. Besides that if context is appropriate to the situation, students will not forget a new language material and use it effectively in all skills such listening, speaking, reading and writing. However we should keep in mind that this method is likely to lead to some problems. Especially if chosen method is inappropriate to the audience or students' age, it is

meaningless to expect from the students high level scores. In turn teachers waste much more time by explaining a new grammar structure indirectly rather than more practice it.

And it also requires a resourceful teacher who not only is able to conjure up situations that generate several structurally identical sentences, but who has also the means (and the time) to prepare the necessary visual aids. Example: Teaching should have done using a generative situation.

Children should listen worthy and sample speech from teachers in order to follow or imitate them. Every grammatical form serves to express freely some particular generalized signal. In English there are different kinds of grammatical forms and structures. For example, children do always not know very well the order of the words in the sentences.

It is fact that the majority of preschool disabled children cannot say and pronounce the words correctly. When you communicate with them they will use the first syllable of the words. They are mistaken the sequence of the words.

They do not understand the meaning of the affixes to join the words. They can learn by heart the words orally and actually they are not aware when they mispronounce, the meaning of the words will be changed. After children's active vocabulary increase, their horizons will broaden and the grammatical mistakes will gradually reduce in speech.

Children cannot keep in mind every grammatical structure. When children cannot catch up with checking the form and meaning of the words while they use compound sentences. Inappropriateness of content of some particular words is observed in sentences which disabled children made. Incorrect making mistakes may be due to lack of vocabulary on relevant topics, misusing words and realizing the meaning of the words. That's why holding special grammatical exercises will be beneficial to develop and improve the essential language learners' skills, especially speaking skill. In order to achieve this exercise, a separate unit should be made, and should be held systematically by focusing on particular aim. Children should be encouraged to use exact grammatical form through different techniques.

Special feature of disabled children learners' is they are less active psychologically and physically. For this reason they tend to have a systematic failure in their mind and in their action. For instance, after being taught how to make sentences by plural making an affix, they will use wrongly in speech. So that is why teachers should regularly develop children's speech, revise and remind them about learnt materials several times.

If one of those mistakes are common among children, then didactic special games or exercises should be held. In addition to this, parents also should be asked to involve in improving their children's speech. Furthermore teachers can occasionally use the best and the most selected websites effectively to deal with this matter.

References:

1. Tabbert, Russell. (1984). Parsing the Question —Why Teach Grammar. *The English Journal*. 73(8): 38-42
 2. Richards, J. & W. Renandya. (2002). *Methodology in language Teaching*. USA: Cambridge University Press.
 3. Harmer, Jeremy. (1991). *The Practice of English Language Teaching*. London: Longman.
 4. Nunan, D. (1998). Teaching Grammar in Context. *ELT Journal* 52(2): 101 -109.
 5. Riddell, D. (2003). *Teaching English as a Foreign Language*. London: Hodder Education
 6. Thornbury, Scott. (1999). *How to Teach Grammar*. Essex: Pearson Education Limited.
 7. Azar, B. (2006). Grammar Teaching and Communicative Teaching: A Hybrid That Works. Retrieved September 12, 2012 from <http://www.azargrammar.com/assets/authorsCorners/Transcript-TESOL2008_HybridThatWorks.pdf>
 8. Azar, B. (2007). Grammar-Based Teaching: A Practitioner's Perspective. *TESL-EJ*. 11(2). 1-12 Retrieved September 12, 2012 from <<http://www.tesl-ej.org/ej42/a1.pdf>>
- Mario Rinvoluceri And Paul Davis (1995) *More Grammar Games Cognitive, affective and movement activities for EFL students* "Cosmopolitan" Cambridge university press