

## GRAMMAR TOPIC EXPLORATION FOR EFL LEARNERS

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## ИЗУЧЕНИЕ ГРАММАТИЧЕСКИХ ТЕМ ДЛЯ ИЗУЧАЮЩИХ АНГЛИЙСКИЙ ЯЗЫК КАК ИНОСТРАННЫЙ

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## INGLIZ TILINI CHET TILI SIFATIDA O'RGANUVCHILAR UCHUN GRAMMATIK MAVZULARNI TADQIQ ETISH

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**Abstract:** A comprehensive and structured approach to teaching grammatical skills is advocated, emphasizing the application of well-rounded tasks and effective input materials. It is suggested that authentic resources, aligned with the foundation for classroom activities, ensuring the input is slightly above learners' current L2 competency. Realia, gestures, and the activation of prior knowledge are employed by teachers to ensure comprehensibility.

**Keywords:** Restrictive, non-restrictive, form-focused instruction (FFI), WIDA, threshold.

**Annotatsiya:** Grammatik ko'nikmalarni o'rgatishga har tomonlama va tuzilgan yondashuv himoya qilinadi, bunda har tomonlama vazifalar va samarali kirish materiallaridan foydalanish muhimligi ta'kidlanadi. Ta'kidlanishicha, dars mashg'ulotlari uchun asos bo'ladigan haqiqiy resurslardan foydalanish tavsiya etiladi, bu esa o'quvchilarning joriy L2 malaka darajasidan biroz yuqori bo'lishini ta'minlaydi. O'qituvchilar tushunarlikni ta'minlash uchun realiya, imo-ishoralar va oldingi bilimlarni faollashtirishdan foydalanadilar.

**Kalit so'zlar:** cheklovchi, cheklovchi bo'lmagan, shaklga yo'naltirilgan ta'lim (FFI), WIDA, chegara.

**Аннотация:** Отстаивается всесторонний и структурированный подход к обучению грамматическим навыкам, подчеркивающий применение всесторонних заданий и эффективных входных материалов. Предполагается, что аутентичные ресурсы, соответствующие основе для классных занятий, должны использоваться для обеспечения того, чтобы входные данные были немного выше текущего уровня владения учащимися L2. Учителя используют реалии, жесты и активизацию предыдущих знаний для обеспечения понятности.

**Ключевые слова:** ограничительный, неограничительный, обучение, сфокусированное на форме (FFI), WIDA, порог.

### INTRODUCTION

**(ВВЕДЕНИЕ/KIRISH).** The importance of combining both form-focused and meaning-focused teaching strategies in language education sessions is

underscored. This can be achieved by initiating with form-focused exercises for new vocabulary or grammar, followed by meaning-focused communicative assignments for contextual practice, ultimately fostering well-rounded and fluent language skills. For instance, as a task-based approach, TBLT emphasizes communicative language use, encouraging students to achieve their goals during the task through interactive activities. To teach grammatical skills teachers need to apply a well-rounded, structured cycle of tasks with useful information. While applying the input knowledge materials should be effective. Under Krashen's (1981, as cited in Storch, 2018) recommendations, authentic resources that are purposefully chosen to be just a little bit above learners' present L2 competency level serve as the foundation for classroom activities. Teachers make use of realia, and gestures, and push pupils to draw on prior knowledge to guarantee that input is understandable.

**MATERIALS AND METHODS**  
(**JIITEPATYPA II METOD/ADABIYOTLAR**  
**TAHLILI VA METODLAR**). From the point of EFL students' needs assessment: lacks, wants, and needs this research paper indicates the one specified grammatical form: restrictive and nonrestrictive clauses for the threshold level and its recommended books to conduct English classes:

*English grammar by Hudson.*

*English Grammar: A Function-based Introduction (Volume 2) by Givon.*

The chosen group studies General English language in "Englify" school and this group consists of 10 students, 3 of whom are female and 7 male. Most of them are over 20, from 20 to 35. Their level is intermediate, in the CEFR requirement it is B1+ (threshold), and on the IELTS scale, is from 4.5 to 5.5. according to the WIDA system, it is level 3 (developing). Their native language is Uzbek, and their second is Russian. They are learning the English language as a foreign language. The instructional settings of each student differ because some of them work in their special field and others study at non-linguistic institutions. The target level is to reach upper-intermediate (B2 vantage). Learners are actively engaged in the class, trying their best to learn English. Some of their strength are cooperation, peer work, honesty and motivation. Even though they are B1 learners still have

inhibition, and fossilization in their language use. However, learners cannot use complex grammar and comprehend academic skills properly. Using complex grammatical features might be a little bit problematic for this reason some things need to be considered such as teaching grammar engagingly and actively [2].

The grammatical content "Restrictive vs non-restrictive clauses" has been chosen for B1 learners to enhance their knowledge of the complex structure and its usage. Teaching relative clauses is crucial, as it enables students to provide more detailed descriptions, express their ideas clearly, and communicate effectively. Restrictive and nonrestrictive clauses are two forms of relative clauses that provide further information about a noun in the main phrase. The sentence's meaning is altered when restrictive clauses are removed since they identify the precise word they modify. These are not separated by commas and are essential to comprehending the intended meaning [1].

Nonrestrictive clauses, on the other hand, provide extra, auxiliary information. They can be eliminated without changing the sentence's essential meaning; they are separated by commas. Both kinds are important for elaborating and bringing sentence elements to life. To provide this topic two books have been considered in the plan. The first one is *English grammar* by Hudson and the second is *English Grammar: A Function-based Introduction (Volume 2)* by Givon.

## **DISCUSSION**

(**ОБСУЖДЕНИЕ/МУХОКАМА**). While teaching L2 learners form-focused and meaning-focused instructions stands a high role. One of the reasons for using form-focused instruction is that it provides comprehensible input. According to Schmidt (1990, as cited in Storch, 2018) noticing hypothesis language form is directly addressed in L2 classrooms through form-focused instruction (FFI). FFI seeks to draw learners' attention to particular qualities so that they can be processed and eventually acquired. Conducting form-focused instruction in B1 learners while demonstrating clauses shows a high percentage of effective teaching, because using the correct function, construction input contains clear sentences. Meaning-structured instruction provides real structures to use in their sentences [2].

Under Krashen's (1981, as cited in Storch, 2018) recommendations, authentic resources that are purposefully chosen to be just a little bit above learners' present L2 competency level serve as the foundation for classroom activities. Teachers make use of realia, and gestures, and push pupils to draw on prior knowledge to guarantee that input is understandable. Task-based design is a component of more recent meaning-focused approaches, where curriculum and classroom activities are organised around real-world tasks like debates or website creation and encouraging intentional communication is still the key goal. Using these two instructions matters most in class, while using FFI students are treated as students not users of the particular language with objective structured exercises[3].

## RESULTS

**(PEZUYLTATY/NATIJALAR).** Understanding the difference between restrictive and nonrestrictive clauses is essential for clear writing. Restrictive clauses pinpoint specific nouns, while nonrestrictive clauses add optional details. Grasping this distinction empowers writers to convey their message precisely.

The primary function of a restrictive clause is to connect the noun or noun phrase it modifies to existing knowledge in the speaker's mind. On the other side, nonrestrictive clauses are separated from the head nouns by pauses or intonation and are usually shown by commas. The two books which are taken for conducting this grammar topic showed the general information about clauses, especially restrictive and nonrestrictive. The "English Grammar: Function-based" book clearly illustrates the main functions of both clauses with example sentences, even explanations of each word were given in the book which is useful for EFL and ESL teachers to use as a good source for their lessons. Furthermore, Givon's work explores how restrictive and nonrestrictive clauses affect a sentence's meaning and coherence. He helps readers grasp this important distinction by providing thorough explanations and detailed examples, which enables them to express with accuracy and clarity[4].

Consequently, the book written by Hudson "English Grammar" also pointed out the RRC and NRC with general information with exercises. He classified the clauses into three main parts: noun

clause, adverbial clause and relative clause. For each part, he gave a short and brief explanation

however rules are well-structured and easy to understand compared to the former book. These two books serve different purposes, as Givon's book tells by name it is for a functional approach, and Hudson's book is suitable to use as a guide when both teachers and students want to know structure and grammar rules.

## CONCLUSION

**(ЗАКЛЮЧЕНИЕ/XULOSA).** To teach grammatical skills effectively, teachers need to implement a comprehensive and structured cycle of tasks that provide useful information. When applying input knowledge materials, these should be engaging and effective. According to Krashen (1981, as cited in Storch, 2018), authentic resources that are deliberately selected to be slightly above students' current L2 proficiency form the basis for classroom activities. Teachers utilise realia, gestures, and encourage students to draw on prior knowledge to ensure the input is comprehensible. Task-based learning, a component of more recent meaning-focused approaches, organises curriculum and classroom activities around real-world tasks like debates or website creation, with the main aim being to promote intentional communication. Following these guidelines is crucial in class; using Focus on Form Instruction (FFI) treats students as language learners rather than users, emphasising structured exercises with specific objectives.

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