ИСПОЛЬЗОВАНИЕ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ ПРИ ОБУЧЕНИИ ГРАММАТИКИ АНГЛИЙСКОГО ЯЗЫКА

Аннотация: В статье рассматривается эффективность использования инновационных технологий в процессе обучения грамматике. Автор показывает такие грамматические игры как “Verb race game”, “Apple game”, ”Yes/No question game” и т.д.

Ключевые слова: грамматическая структура, хорошие знания, структура языка, догадываться, знания по грамматике, правильные предложения, инновационные технологии, обучение грамматике, игры, самоуверенность, возможности.

USING INNOVATIVE TECHNOLOGIES IN TEACHING GRAMMAR

Annotation: This article discusses the effectiveness of using innovative technologies in the process of teaching grammar. The author shows some grammar games as “Verb race game”, “Apple game”, ”Yes/No question game” and so on.

Key words: grammar mechanism, a good knowledge, the structure of the language, guess, knowledge of grammar, correct sentences, innovative technologies, teaching grammar, games, self-confidence, opportunities.
As we know, in order to understand a language and express oneself correctly one must master the grammar mechanism of the language studied. Indeed, one may know all the words in a sentence and yet fail to understand it, if one does not see the relation between the words in the given sentence. And vice versa, a sentence may contain one, two, and more unknown words, but if one has a good knowledge of the structure of the language he can easily guess the meaning of these words or at least find them in a dictionary. It is not impossible to speak without the knowledge of grammar, without the forming of a grammar mechanism. If learner has acquired such a mechanism, he can produce correct sentences in a foreign language easily.

In this article we are going to discuss the effectiveness of using innovative technologies in the process of teaching grammar. We will show only some of the innovative technologies. Innovation can be defined simply as a “new idea, device or method”. The term “innovation” can be defined as something original and more effective. Firstly, researches related to the Innovative technologies appeared in Western Europe.


Games play an important role in teaching English. Playing games gives students a chance to build their self-confidence and reduce the fear of failure or error. Another reason of using games is to encourage and motivate students as well as make learning more enjoyable. Especially, students can learn from mistakes in the games.

A lot of scholars round the world give different scientific approaches. Games in grammar do not require much preparation and the students generally take up their own responsibility for what they think grammar is all about. It also provides opportunity for the teacher to find out what their students have learned.
without extra attention. All the students in the classroom remain extremely absorbed in the classroom activity [1]. In general games are associated with a relaxed environment and even the students who are introvert have the opportunities to participate in the games. Games help to encourage entertain and promote fluency to the students. Previously the grammar learning methods were more complicated and required extensive learning [2]. Young learners often do not have the patience to do extensive learning or cannot self motivate themselves to the learning of grammar. Traditional methods of grammar learning involved books, but in the games the teachers needs to make rules for the games [3].

We can see several advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class. 2. They are motivating and challenging. 3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning. 4. Games provide language practice in the various skills- speaking, writing, listening and reading. 5. They encourage students to interact and communicate. 6. They create a meaningful context for language use.

We are going to share some grammar games:

1) “Verb race game”

Instructions: Divide the class into 2 groups. Each group sits in a row. Give the first student a piece of paper with one verb in it. For example: Run. The first student can write I run and pass the paper to the student behind him. The second student can write He run. This continues until all subject pronouns. Then the last student brings the paper come to the board to write all answers on the board. The first group to write correct answer gets a bonus.

“Apple game”
Instructions: This game is for the whole class. A teacher should choose one student. This student should be called Apple. The students take turn asking Apple questions which is taught. Students can ask “Yes/ No Questions” or “wh – Questions”. Apple cannot smile or say anything except “Apple”

For example:
Student 1: What’s your name?
Apple: Apple
Student 2: Do you like chocolate?
Apple: Apple [4]

And now we want to present games with prepositions.

Prepositions of time and place
1. Magazine search
Materials: Magazines to share in groups
Dynamic: Small groups
Time: 15 minutes

Procedure: 1. On the board, a teacher writes a list of prepositions of place that the students have studied. Then he divides the students into groups of three or four and gives each group several magazines. He may want to ask students to bring in their own. If he is supplying them, he is sure that they have full-page ads or other large pictures.

2. The teacher gives the groups a time limit and have them search through their magazines to find a picture that contains situations illustrating prepositions of place.

3. When the time is up, each group goes to the front of the class, holds up its picture, and explains (in sentences) the contents of the picture, using prepositions of place.

Example: The dog is under the table.
The table is next to the man.
The table is in front of the window.
4. The group that found a picture allowing them to correctly use the most prepositions of place from the list on the board wins.

Note: With an intermediate group, choose a wider range of prepositions that they have already reviewed.

**Yes/No question game:**

Instructions: Teacher divides the class into 4 groups. Then he writes a set of incomplete questions. For example:
1) Can it eat…………….? 2) Can it………………………? 3) Does it live……………….? 

So this teacher shows students pictures about animals, fruits, drinks and so on, then chooses one student, gives to the student a picture about animal, fruit, drinks and so on. Other students ask her questions to know what picture is. The first group can answer is the winner [5].

**Correction game**

**Instructions:** Teacher divides the class into 2 groups, writes 10 sentences on the board with mistakes in each sentence. Teacher should focus on points of grammar that students have studied recently. Then asks 2 groups to read the sentences and look for the mistakes. Group 1 chooses a sentence for group 2 to correct. Group 2 decides how many marks they have (dependent on their confidence). Maximum bet should be 10 marks. If group 2 corrects the mistake, they will get marks they bet. If they don’t give correct answer, group 1 will have a chance to get these marks by correcting the sentence. It is then turn of group 2 chooses a sentence for group 1 to correct.

**Grammar races game:**
Instructions: Teacher divides the class into 4 groups. In each group, choose one runner and writer. Teacher allocates a space on the board for each group to write. A writer must stand next to their space. Teacher gives each group different topics such as fruit, drink, animal, flower. The groups must think about sentences related to this topic. Each group makes up sentence, and then tells to the runner. The runner goes to the board and tells the sentence to the writer. The writer writes this sentence on the board. After 5 minutes, teacher will evaluate the sentences and give marks [6].

Making a conclusion, we can say that using such kind of games during grammar classes helps teachers to facilitate self-motivation and helps in retaining the lessons at the sub conscious levels. These games can improve students grammar knowledge.

Reference:


