LEARNING GRAMMAR RULES

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Annotation: Teaching grammar through games. In my teaching experience I have noticed how enthusiastic students are about practicing language with the help of games. I believe that the grammar games are not only fun but they help students learn without a conscious analysis or understanding of the learning process while they acquire communicative competence as second language users. A lot of experienced textbook and methodology manuals writers have argued that games are not just time -filling activities but they have a great educational value.

Key words: Through, learn, experience, communicative, methodology, activity, educational.

Grammar acquisition is increasing viewed as crucial to language acquisition. Moreover, learning grammar is often perceived as a boring and laborious process. In past decade grammar was so important that learners at very young age were made to study the complicated rules of grammar. But modern educationists are of the opinion that even a pupil who is good at grammar and has studied all the rules may make the most elementary mistakes in grammar. Similarly a child should learn English by practice. The child learns to speak and write correctly by imitation and intuition. In the traditional methods of teaching, too much emphasis was placed on grammar.

Today, there are several teaching ways of grammar which can be very helpful for teachers. They are given and discussed below:

Teaching grammar through games. In my teaching experience I have noticed how enthusiastic students are about practicing language with the help of games. I believe that the grammar games are not only fun but they help students learn without a conscious analysis or understanding of the learning process while they acquire communicative competence as second language users. A lot of experienced textbook and methodology manuals writers have argued that games are not just time -filling activities but they have a great educational value. We hold that most grammar games make learners use the language instead of thinking about learning the correct forms. The grammar games should be treated as central, not peripheral to the foreign language teaching. Games, as Richard Amato thinks, are to be fun, but he warns against overlooking their pedagogical value, particularly in foreign language teaching.

There are many advantages of using games in grammar.

1. Games can lower anxiety, thus making the acquisition of input more likely.

2. Games are highly motivating and entertaining, and they can give shy students more opportunities to express their opinions and feelings.

3. They also enable learners to acquire new experience within the foreign language that are not always possible during a typical lesson.

4. Games add diversion to the regular classroom activities, break the ice and introduce the new ideas.

5. In the easy, relaxed atmosphere which is created by using games the students remember things faster and better.

6. Grammar games are a good way of practicing the language, for they provide a model of what learners will use the language for in real life in future.

7. Grammar games encourage, entertain, teach and promote fluency.

Teaching grammar through technology. Different technological devices and tools have been playing a vital role in language teaching in general and in grammar teaching in particular. Some of these tools, like the computer, permit interactions with the learners through giving feedback and

explanations of some grammatical elements which makes such tools effective in teaching grammar.

Computers have made it accessible to use software called Computer Assisted Language Learning (CALL). The utilization of this software in teaching grammar has proven to be more efficient than using text books. Modern teaching methodology of PowerPoint presentation with animation motivates the students to learn grammar with ease. There are many Printable documents available on the internet which will also help the students to learn grammar easily and enthusiastically. Thus grammar is like bitter gourd to the students but the modern technology and the method of teaching help them to learn easily.

It's the same with language; without rules we would not be able to communicate with other people. Students can learn the rules of a game by simply playing the game. They will certainly make mistakes; they may even get hurt. Eventually, however, they will know how to play. Of course, the rules of a language are very much more complicated than the rules of any game, but in fact this is exactly how we learned our own language. Nobody taught us the rules of our mother tongue as we were growing up but now we never make a grammar mistake. So you cannot escape from grammar. You can learn the rules of a game by simply playing the game. You will certainly make mistakes; you may even get hurt.

Eventually, however, you will know how to play. Of course, the rules of a language are very much more complicated than the rules of any game, but in fact this is exactly how you learned your own language. Nobody taught you the rules of your mother tongue as you were growing up but now you never make a grammar mistake. By way of conclusion I once reaffirm my position that teaching

English grammar through interactive methods can help teachers to get much progress in their learners.

2.4. Challenges of Teaching English for Information Technology

Teaching ESP has become a great challenge for English language teachers. Many consider teaching ESP as highly demanding. Teachers need to have the subject matter knowledge and pedagogical content knowledge. They also need to understand the students' needs (3). Studies on ESP teaching have revealed some significant problems. Teachers' lack of knowledge on students' field of study, lack of ESP training, lack of proper need analysis, and large classes lead to ineffective ESP teaching and learning (4– 6). Many ESP teachers struggle to solve the problems by putting a great effort into their teaching preparation and also invest their time and money to improve their knowledge and skills in teaching ESP according to their field.

English for IT courses are compiled to prepare students capable of using English as the main professional communication mean in their future jobs and in real situations. Students ought to

study technical terminology, which is often not very easy for GE speakers, workers or trainees. Unlike EGP, in ESP courses especially for Polytechnic students, it is important to understand clearly the complexities of the five skills as listening, speaking, reading and writing and Grammaring in a technical context so that students can communicate effectively not only in a technical English environment, but also in a General English setting. English teachers face many difficulties while teaching technical English as the students lack the basics of GE and their English level does not go beyond intermediate. In order to develop English basic skills, a lecturer cannot cover all the topics. Many Polytechnic students lack basic sentence patterns in English. They lack writing practice and grammar skills as well. Another difficulty for teachers and lecturers is the compilation of a special syllabus comprising the five skills (including Grammar as the 5-th skill alongside Reading, listening, speaking and writing), since technical English books are mostly based on terminology (Larsen-Freeman 2003). The present syllabus contains topics of conversation useful for technical communication and the reading comprehension exercises enrich them with technical English terminology. But students cannot get neither conversation practice, nor writing practice. The students are mainly examination-oriented. Many of them simply want to pass the course, and are not interested in enhancing their basic English communicative skills. Another communication difficulty, may arise from high schools in which English is taught through grammar and vocabulary translation method living listening and speaking skills in the background. What needs to be improved is the student's communicative competence, as the fundamental knowledge and skill of language the speaker-listener possess (Hymes 1972).

Concerning the importance of motivation in ESP that Learner motivation in ESP is one of the decisive aspects in acquiring language learning proficiency. Students' determination, willingness and aspiration have a profound effect on fostering their achievements in learning ESP. The element of motivation comes out even in our study and sometimes the lack of it, causes difficulties for lecturers of ESP.

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