

## Communication Games and Their Role in Teaching English Grammar

*Suvonova Damira Kurbanovna*

*Karshi institute of irrigation and agro technology, teacher*

### ABSTRACT

*This article is based on the use of communicative activity in teaching grammar and its description, and the impact on students as learners. Every foreign language lesson should be based on a communicative activity that satisfies two important needs in language learning. They encourage students to acquire language skills and prepare them for real life use of the language. Achieving a result requires the participants to interact, which means not only talking to the person, but also listening to what he or she says and responding to it.*

### ARTICLE INFO

Article history:

**Received** 14 January 2022

**Received** in revised form

10 February 2022

**Accepted** 07 March 2022

**Keywords:** information gap, role-playing game, discussions, guessing games, modeling.

---

*Hosting by Innovatus Publishing Co. All rights reserved. © 2022*

---

A large number of teaching aids are devoted to communicative activity, and their classification differs depending on the point of view of each author. However, they all mention the same or similar communicative tasks, but to varying degrees. Based on a sufficient amount of literature, we have created the following classification of the prevailing types of communicative activity:

Actions associated with a lack of information are described by Thornburg, who argues that in this kind of tasks, students have a gap in knowledge, and this can be overcome using language. So, in order to obtain information, the interacting entities must interact. Littlewoods calls these activities functional communicative activities. It emphasizes the exchange of information between students and its processing. The most common activities associated with lack of information are spotting differences in pictures, sharing personal information, guessing games, and creating a story based on cards randomly shown to students for a few seconds and only one card per group. This forces students to collaborate and communicate with each other to find the missing information.

Role-playing games. A widely used and one of the best communication games is the role-playing game, which trains students in the classroom to have an unpredictable conversation in real life in an English-speaking environment. Larose points to specific reasons for using role play in the classroom. This puts students in situations in which they must use and develop the language needed in social relationships and helps them develop their social skills. The use of role play is useful, especially when teaching shy students who find it difficult to engage in self-talk. Through this activity, they fall into different roles and no longer feel that their own personality is involved in them. Role-playing is an important communication technique that develops fluency, promotes classroom interaction, and increases motivation.

Discussions are a common activity in the speaking class. The topic is introduced to students through a reading or listening passage, and then they are asked to discuss the related topic in order to find a solution or answer. Celse Murcia mentions that students need to be reminded that each person in the group should have some responsibility during the discussion - keep track of time, take notes or report on the results made by group members.

Simulation is a kind of role-playing game, but the emphasis is on creating the atmosphere of the real world. Students pretend to be part of a simulated environment and either takes part as them or is given a

role and pretends to be someone else. In order to achieve a suitable simulated environment, the classroom is usually rebuilt and, if possible, refurbished in the right place depending on the situation.

Guessing games can be used as a free activity to review vocabulary or as a fun way to give a fairly controlled practice. Although they are called "games", they provide intensive language practice, especially in questions, so they should not be considered as an additional activity. Students love these guessing problems, mainly because they have fun without realizing that they are also practicing and improving their speaking skills.

Theoretical explanations can be given in class for students to do the pre-communicative practice at home. These activities usually take up too much classroom time that could otherwise be devoted to communicative activities that develop communication skills. Explanations should not take more time than allotted for pre-communicative and communicative activities. For example, in a sixty-minute session, ten minutes can be devoted to theory and the rest to the application of this theory in communicative activity.

The teacher may use songs, readings, dialogues, cassettes, videos, newspapers, magazines, and any other type of oral or written authentic material to introduce structures.

The teacher should explain how useful learning strategies are in learning a second language, and he should encourage students to develop their own strategies to achieve better mastery of the structures.

Most grammatical texts contain mainly pre-communicative action. For this reason, a variety of material from different texts is recommended in order to maintain a balance between communicative and pre-communicative activities. It also allows diversifying the activities of the unit.

The development of this or that grammatical pattern should include a balance between communicative and pre-communicative activities. Explaining the theory about the use of a certain structure, practicing this structure before communicative actions, and then using it in one or two communicative actions is not enough to internalize it. The grammatical pattern should be presented by dialogue, writing, reading, etc., followed by a brief explanation, only if necessary. After that, some pre-communicative actions are introduced so that students learn to manipulate them in order to subsequently use them in more communicative actions, in discourse with real contexts.

Grammar models must be developed and evaluated in both written and spoken parts. The assessment should resemble the activities that were used in the class. Since the four language skills are used to practice classroom structures, exams must also include this type of skill. The grammatical content of a course should not be assessed solely through written tests; they must also be assessed in oral examinations.

We know that teaching grammar is very important. But learning grammar by traditional methods sometimes bored students.

Games offer students a fun and relaxing learning environment. After learning and practicing new vocabulary, students have the opportunity to use the language stress-free. Language classes should be communicative, we should make sure we include enough communicative activities in our lessons, and grammar should be taught communicatively.

What communicative grammar does differently is that it limits the amount of information presented to learners by spreading apart the teaching of individual concepts. If we were teaching a progressive present, we might start with the notion of current activity. We would present the form as it is used in natural speech in a way that alerts them to the fact that there is something different about this new form. This stage of learning is called the awareness stage, where students look for patterns in the language they are learning. Now for the tricky part: as much as we language teachers love to explain grammatical forms, we won't tell them exactly how concept and form work together until they have had a chance to think about it. For themselves. This allows them to activate their own problem-solving and hypothesis-building skills to try and figure out how the form and concept work together. We then had the students do some activities to help with this internal rule building process, making sure we were there to guide the students in the right direction.

Students should be encouraged to create language that reflects their own ideas, experiences, opinions,

etc., as these personal connections also help to reinforce patterns and structures more effectively than statements that are not relevant to the students' lives. In other words, teach them to say what they need to know, either because it's part of their life or because they're interested in it.

If all this is taken into account when planning class and homework, the end result will be the activation of neural networks that will be much more extensive than those activated by a few auxiliary exercises. In essence, you approach the problem from different angles and increase the likelihood that your students will not only retain, but also use the language they are learning.

## **REFERENCES**

1. Thornbury, S. (2019). 101 Grammar Questions by Scott Thornbury. Cambridge: Cambridge University Press.
2. Thornbury, S. (2017). 30 Language Teaching Methods by Scott Thornbury. Cambridge: Cambridge University Press
3. LITTLEWOOD, William. Teaching communicative language. Cambridge: Cambridge University Press, 1994, 108 pp.
4. Lee, W. R. 1979. Language learning games and competitions. Oxford: Oxford University Press.
5. Gilian, Porter Ladousse's Role Play, Oxford University Press, 1989.