THE ROLE OF VISUAL REPRESENTATIONS IN ENGLISH GRAMMAR

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Abstract: *The article examines the role of visuals in English grammar by exemplifying some patterns in the classroom settings for foreign language learners.*

Key words: *adverbial particle, phrasal verbs, separable, inseparable, prepositional verbs.*

NOUN CATEGORIES

Nouns in English are classified into different types since each of them has its structure and position accordingly. The noun categories differ from each other and affect the usage of articles and so on. I came to my conclusion concerning noun classification as a matter of fact my target audience employs nouns incorrectly including adding the definite article 'a/an' to the mass nouns. There is a tight interconnection between rules as they play an integral role in complicated sentences. Hopefully, my grammar visual can be teachable as well as memorable for my learners by noticing the rules with succinct examples.
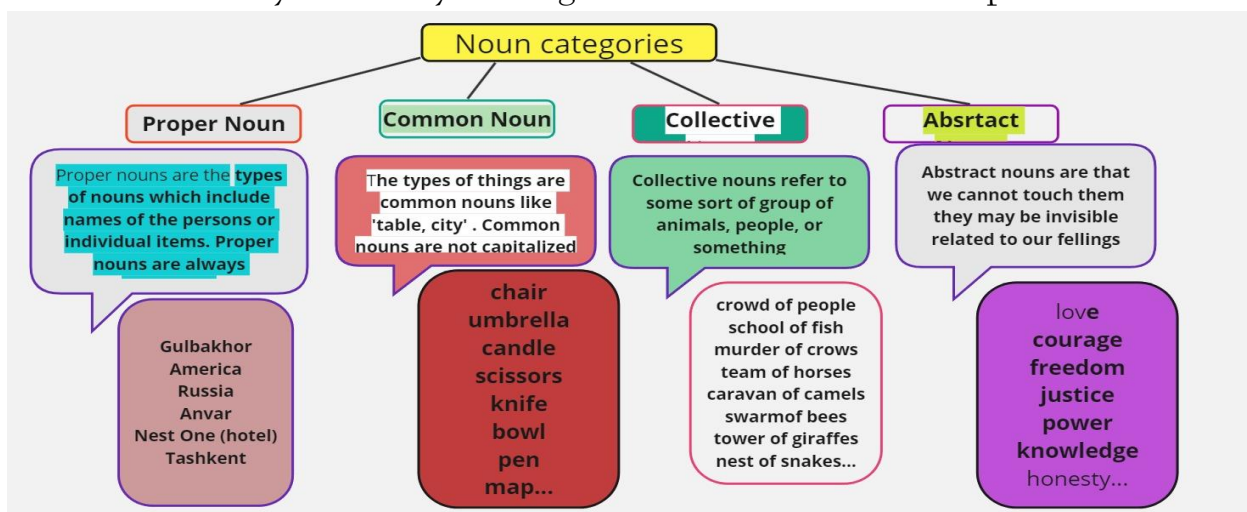
Payne, T. E. (2011*). Understanding English grammar: A linguistic introduction,* 114-120.
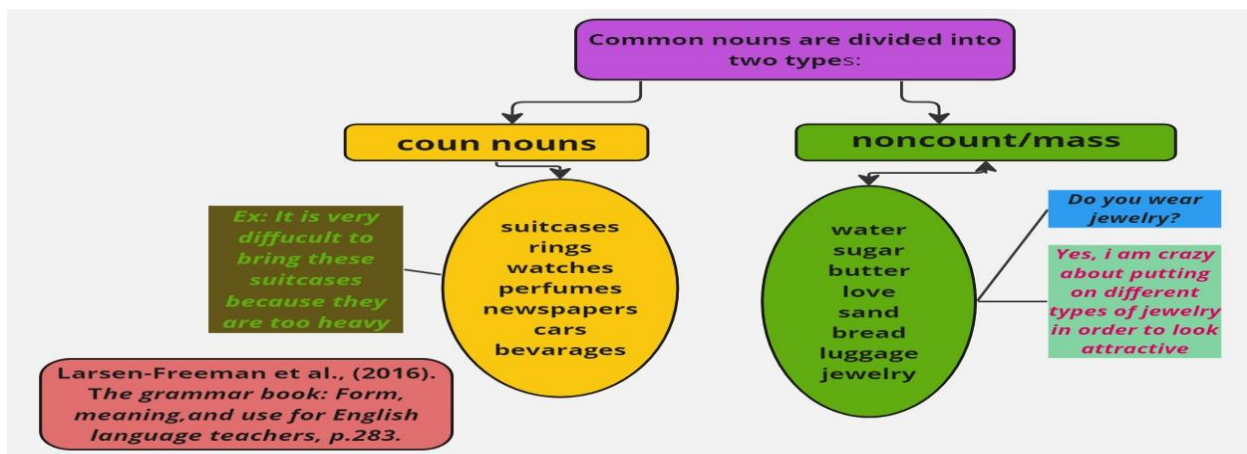
2. Verb tenses

<u>Contrasting Present Perfect by Present Perfect Continuous</u>

Admittedly, my students have already acquired these two tenses, however, while speaking they cannot differentiate from each other. For example, they use present perfect for ongoing processes or actions which are stated in the past.

Numan, D.(1998).Teaching grammar in context, 104-105.

These visual representations can help students to distinguish tenses easily. The formulas of the tenses should be learned by heart in order to differentiate. I ask my students to make up their sentences according to the rules shown in the visual. For example, in the visual, I included examples that my students oftentimes do. For instance: *I have resided in Ferghana since I was born.* This sentence is incorrect. So, I reached my destination in terms of choosing two topics that the utilizations were very similar to each other.

1. *I have been enrolling in an English course so as to hone my skills hoping to integrate my knowledge into my life.*

2. *They have come up with one idea in terms of being at the center of attention by singing songs collaboratively this year.*

In the first sentence, the action is not stopped, however, the latter indicates that the action has already been finished and the result is obvious.

While conducting the lesson about Noun categories my target audience came across some difficulties concerning types of nouns like abstract or collective. They mostly produce some uncountable nouns with articles. For example: *My friends are very supportive so they always lend me a helping hand with advice.*

Using the appropriate articles in the sentences is required to know enough about noun categories. Furthermore, the topic Article is full of different kinds of rules and exceptions that cannot be reached in one or two lessons. It demands mostly 10 lessons if the teacher teaches this topic in extraordinary ways in order not to make students get bored.

The rules of articles should be learned by heart so during the lesson I try to ask some questions so as to check their comprehensible input.

There are 2 types of Articles: Definite and Indefinite

Definite Article: The is utilized before nouns in order to illustrate the identity of the noun is known to the reader Definite article is never before the names of the persons.

The attitude which you treat me really appreciable

Indefinite Article: a/an is used for unclear thing to the listener or speaker. We use a/an for countable nouns.

Thre is some difference in pronunciation. If the word begins with consonant, it is spelled " ð ə

If it is started with vowels sounds: ʌ ɔ j

However some abstract nouns are countable. Ex: His refusals of planning application made me get frustrated badly.

the newspaper book laptop gadget

the apple apricot ice-cream

Larsen-Freeman et al. (2016). *The grammar book: Form, meaning, and use for English language* teachers, 281-282.

The usage of 'The'   Without 'the'

Ex: I know how to play the piano because my music teacher at school taught me perfectly.

The earth/sky/moon the universe the cinema/theatre the piano/guitar the counryside/city the ground/sea

space bed school home work name of the lakes names of cities name of the

By monday i will have travalled to the streets of London where i spent my childhood interestingly.

Cowan R. (2008). *The teacher's grammar of English*: A course book and reference guide. Cambridge University Press, 211-215.

It is pivotal to employ articles correctly, so I initially created visuals from the general concept of view. Then I provide more insight into two types of articles deeply. In this case, pronunciation is also should be taken into consideration in order to achieve fluent, accurate speaking. For example:

-Do you want to travel to space?

-Nowadays there is nothing impossible meaning that I will to have a short trip to the universe to discover the world from scratch.

4. Modal verbs

Contrast Be to /have to/ have got to with should

It is well-documented that there are more than ten modal verbs that represent different meanings. Among modal verbs I chose 'be to', 'have to', and 'have got to' compared with 'should'. Why do we need modal verbs? Modal verbs give additional meaning to the verb which can be clearer to the listener. There are nine modals in English and others

including need, ought to, dare, and used to are marginal modals. There is also another type of modal which is called semi-modal like *have to, have got to, be to.* These semi-modals can be replaced with 'must' which means <u>obligatory.</u> The student may confuse it with should which has a similar meaning to 'mandatory with the polite way'. Let practice:

1. Tomson is to make a speech publicly since his prosperity requires him to be in the public eye.

We can modify this sentence by changing *is to, have to or have got to*

If we choose *should* the meaning can be in a polite way not so mandatory

2. You look bad so you should go to a doctor and get consultations.
In this sentence the meaning is not obligatory it is mostly like a piece of advice.

Be to/have to/ have got to

These modals identified action like obligatory or mandatory

We have to put a limit on playing
mobile games as they can be trigger to sedentary lifistyle.

1. Kennedy, G. (2014). *Structure and meaning in English: A guide for teachers.* Routledge. {https://bridges.searchmobius.org:443/record=b3083644~S9Links to an external site. 184-189.

Should

This modal represent meaning as a piece of advice not so mandatory. It is mostly treated as civility

Should is more frequencely used rather than opponents

Ex: I should complete my project as possible so that getting higher grade.

5. Phrasal Verbs

What is exactly a phrasal verb? It is the combination of verbs with prepositions or adverbs. There are two types of phrasal verbs:

1. Prepositional verbs   or   Verb+ Preposition

2. Adverbial verbs   or   Verb+ Adverb

Phrasal verbs may embody more than two prepositions. For example: *to get on with, to come up with, look up through, and so on.*

In some severe situations, it is tough for me to come up with one idea, especially if it pertains to my destiny.

Be mindful in terms of identifying prepositional phrases from adverbials, because they are similar to each other. For instance:

1. Having breakfast in a luxurious restaurant, we walked down the road. (prepositional)

2. Having breakfast in a luxurious restaurant, we walked down the cat. (adverbial particle)

Phrasal verbs can be used in separable ways meaning that there are two kinds of phrasal verbs.

They are:

1. Separable

2. Inseparable

Examples:

A). Nora cannot get this letter through as it leads to some detrimental issues. (separable)

B). Students will never get through all these term assignments due to some external
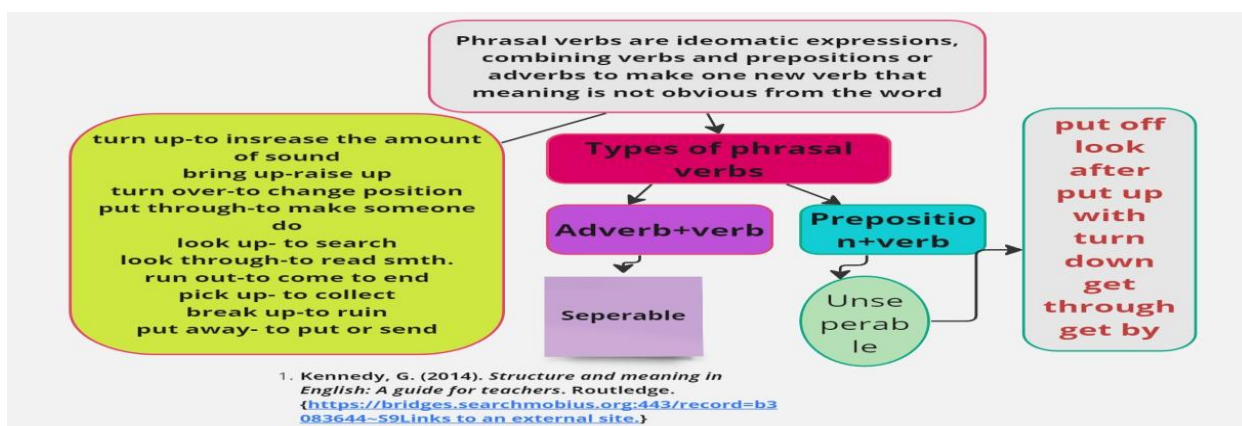
issues. (inseparable)

Thus, more focus will be required while using separable or inseparable phrasal verbs as it has strict effects on the meaning and the message of the sentence (Martin, 2010). Pay attention to the first example above, the phrasal verb means "to transmit" in an inseparable way, however, as for the second example it is understood as "to finish".

Transitive verbs are when the action of the verb passes from the subject to the direct object.

Intransitive verbs do not need an object because they have their meaning.

Intransitive verbs are not separable and go without object. Example:

A) The fort burned down.

B) The men who burned down the fort committed other crimes many years ago.

Phrasal verbs are ideomatic expressions, combining verbs and prepositions or adverbs to make one new verb that meaning is not obvious from the word

Types of phrasal verbs

turn up-to insrease the amount of sound
bring up-raise up
turn over-to change position
put through-to make someone do
look up- to search
look through-to read smth.
run out-to come to end
pick up- to collect
break up-to ruin
put away- to put or send

Adverb+verb

Prepositio n+verb

Seperable

Unse perab le

put off
look after
put up with
turn down
get through
get by

1. Kennedy, G. (2014). *Structure and meaning in English: A guide for teachers*. Routledge. {https://bridges.searchmobius.org:443/record=b3 083644~S9Links to an external site.}

6. Relative clauses

Relative clauses give us essential data about objects or subjects which can make sentences more elaborately. Relative clauses can be different according to the usage of subject or object meaning that if we speak about a person 'who/whose' should be appropriate, however, if it is an object or something 'that/which' is used as relative clauses. *Which* and *that* are the same position so there is no sense that makes them different. Nonetheless, *who* and *whose* are somehow tough to distinguish which can be a barrier even for B2 levelled students. For the location *where* is suitable, whereas for the *time when* is used. For example:
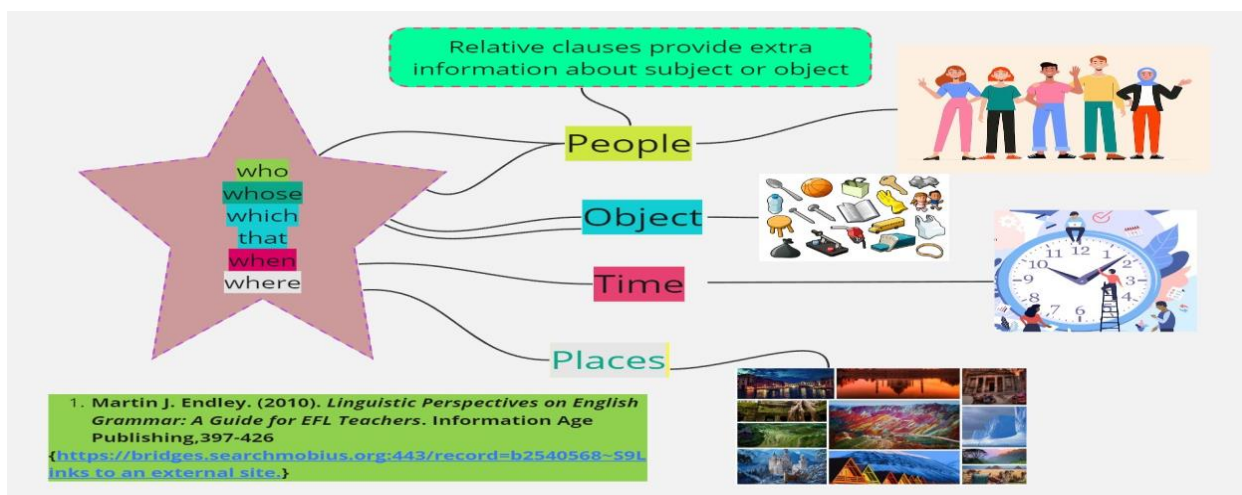
The man who speaking publicly is a friend of mine.

I know a lot of people who cannot feel happy in their life.

My parents have been to many tranquil places which are considered metropolitan cities in the world.

The hotel where we spent our time interestingly together was sold a couple of weeks ago.

I saw a woman whose husband won an envelope of money.

A friend of mine sent me an important e-mail that could make me feel over the moon.

1. Martin J. Endley. (2010). *Linguistic Perspectives on English Grammar: A Guide for EFL Teachers*. Information Age Publishing,397-426 {https://bridges.searchmobius.org:443/record=b2540568~S9Links to an external site.}

While studying this Grammar course I came across some rules, exceptions, and terms which really made me admired. This course urged me to look into insight deeply from scratch. I came up with one conclusion in terms of learning and teaching grammar for EFL students since it is considered fundamental knowledge in acquiring any foreign language. Teaching grammar with formal features can help students progress successfully as well as intensively (Long, 1983, as cited in Smith, 2022). Furthermore, I learned how to integrate grammar with a communicative approach as our traditional method including grammar translation is becoming opted out because of unbeneficial sides tracing in our students. As

Borg (2006) emphasized that teacher's cognition in teaching students is pivotal since its significance opens the way to productive outcomes. Therefore, I realized that in order to have positive results in teaching foreign languages not only students should be attentive, but also educators ought to take into account beliefs, practices, and so on. Some strategies like putting technologies into practice while teaching grammar were successfully incorporated into the classroom. For example, Kahoot ChatGPT and other applications and websites could make me feel relieved because of grab attention impeccably. I hope I will use these applications while teaching students even adults may benefit efficiently. Cutting-edge technologies can create uncountable opportunities and ease our life day by day. The integration of technologies into education alters our lives for the better since all improvements aim to enable humans' hardships whether in education or in other branches immediately. Thus, we should be ready for innovations so as to adapt them to the classroom.

Initially, the grammar course seemed very tedious, however, day by day it was getting interesting through organizing activities for our target audience appropriately. While writing formatives we were asked to summarize articles by choosing topics accordingly. Admittedly, such kinds of projects could reinforce our knowledge in terms of comparing, differentiating, and creating visuals connected to the topic that we chose. Consequently, we experienced how to anticipate some problems during the lesson before the lesson, and how to use Deductive, Inductive, Explicit, and Implicit methods with TBLT.

While creating my lesson plan I searched for articles in order to stabilize appropriateness in the classroom. What I mean by this is that I focused my attention on the continuation of the topic impeccably. My previous chosen topic was Phrasal verbs and my students were able to use some of them in their speaking including *get on well with*, *come back*, *go on*, *keep in touch*, and so on.

Now is the time to move on next step by teaching them to construct sophisticated sentences using relative clauses to make sense elaborately. Accuracy as well as meaning should be taken into consideration while utilizing relative clauses. Those two articles were really useful for me in terms of unknown features and terms of relative clauses in various situations. Especially, Martin's (2010) article is full of information elaborately which is very appropriate for advanced learners like us. I endeavored not to copy while creating mine. Besides, I needed to simplify the information in order to make it easier to comprehend for my target learners. I mostly employed the first article as it facilitated more data usage and understanding. By and large, I did not run into difficulties while creating my lesson plan.

From my point of view, visuals also can help to remember well. Then I slightly moved to the next position using the Implicit approach by organizing activities related to the topic. Listening to the topic can be tedious for some students, so activities may be helpful in terms of eliminating any tiredness or boredom. TBLT promotes a communicative approach in the classroom and makes students interact more (Littlewood, 2004, as cited in Guvendir & Hardacre, 2020). All my tasks embody both form-focused and meaning-focused methods as they enable learners; attention to various aspects of language usage (Ellis, 2009, as cited

in Guvandir & Hardacre, 2020). Ellis (2008, as cited in Scheffler and Cinciala, 2011) considered implicit knowledge "not verbalizable", whereas explicit is "verbalizable" (p.13).

To conclude, all three stages have their functions in terms of explaining (pre-task), enhancing what they have learned (while-task), and realizing errors and correcting them (post-task). This is my perspective after perusing articles and getting information about TBLT.

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