



GRAMMAR TOPIC EXPLORATION AND APPLICATION

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Abstract

This article explores the development of a group of secondary school students learning English grammar, focusing on interrogative sentence structures. The paper highlights learner profiles, instructional approaches, and selected grammar topics. It also explores how meaning-focused input and output, deductive techniques, and communicative activities can support effective grammar instruction at the A2–B1 level.

Keywords: Grammar instruction, interrogative sentences, meaning-focused learning, deductive method, communicative activities, secondary learners.

Introduction

This survey was conducted in a secondary school context with students aged 14–15, aiming to raise their English proficiency from A2 to B1. The class included a diverse group of learners with varying backgrounds: some had previous experience in learning centers, while others came from families with international exposure. One student, Falak, was a fluent speaker of English but exhibited frequent grammar errors. Given the mixed abilities in the class, a deductive approach to grammar instruction was chosen to systematically introduce new topics.

The focus of this unit was on interrogative sentences, as students expressed an interest in mastering more complex question forms beyond basic structures. Sources such as Kennedy (2014) and Givón (1993) provided a theoretical basis for the instruction of various interrogative types, including yes/no questions, wh-questions, alternative questions, and tag questions.

Grammar Topic Exploration

A thorough review of academic sources emphasized that interrogative sentences vary in structure and function. Kennedy (2014) distinguishes yes/no questions and wh-questions, focusing on word order and intonation. Givón (1993) further



categorizes interrogatives by grammatical roles (subject, verb, object) and explains their pragmatic functions. These theoretical insights informed lesson planning and allowed for differentiation based on learner needs.

Grammar Topic Application

Description

To address student interest, I designed lessons centered on interrogative sentences. The lessons began with wh-questions, highlighting exceptions in sentence structure when embedded in more complex sentences. Deductive teaching methods and meaning-focused learning strategies were used to foster student understanding. Homework assignments promoted learner autonomy, while meaning-focused activities connected grammar instruction to real-life contexts through writing and speaking. This supported the transition from receptive to productive skills.

Communicative Activity Outline

Activity Title: “Which country or place do you desire to go?”

Objective: To practice interrogative forms in a communicative context.

Interaction mode: Group work (3–4 students per group).

Time: 17–25 minutes.

Materials: Slides and pictures of various locations.

Procedure:

Students select a picture and engage in a role-play conversation using interrogative sentences to describe travel experiences. Questions include:

- “Where are you staying now?”
- “Should you go to this park or not?”
- “Would you like to have lunch with me or not?”

The activity promotes fluency, critical thinking, and peer interaction.

Conclusion

Teaching interrogative sentences through a combination of deductive instruction, meaning-focused learning, and communicative practice proved effective for raising student proficiency. The integration of visual aids and authentic contexts enhanced



learner engagement. This formative assessment underscores the importance of aligning grammar instruction with student interests and cognitive development.

References

1. Givón, T. (1993). English grammar: A function-based introduction (Volume 2). John Benjamins Publishing Company.
2. Kennedy, G. (2014).