

TEACHING GRAMMAR FOR RELIGIOUS STUDIES STUDENTS BASED ON NEEDS ANALYSIS

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Abstract

Designing English lesson materials for specific purposes tends to be challenging rather general ones. Before beginning of material design, there should be some phases should be gone through. Needs analysis, calculating age and other affective factors, their profession could be some examples here. The study aims at learning ten religious studies students and designing ESP material for them considering their needs for study. The needs analysis in this research is conducted and the findings will be described considering the students need and expecting outcomes of the English classes. The result hopefully will be beneficial for the teachers who are working at this sphere and teaching ESP at religious study majors. It is suggested materials including the curriculum and syllabi should always be designed according to the students need. Besides that, a few grammar tasks were analyzed in order to design a lesson plan based on learners' need. As grammar plays a significant role in learning any language. At the same time learners also keep their mind that is not a wish list, but achievable learning outcome.

Keywords: Curriculum, job requirements, errors and bias, grammar-translation method, language skills, learning materials, needs analysis, modification, religious studies, CEFR requirements.

INTRODUCTION

Working as a teacher is one of the responsible tasks, as it requires dedication, enthusiasm and incredibly patient. Despite only ten-year experience in teaching, I can highlight that the role of teacher is always huge. My notion and method have changed, after some changes were experienced in program in 2020. Comparing to previous years, the role of a teacher has also seen a variance in conducting the lesson, from a teacher to a facilitator. Although there are multi-level learners in groups, the aimed level

is supposed to reach via confirmed text books. According to the decree of the president of the republic of Uzbekistan dated 10.12.2012, number pp-1875 "on measures to further improve the system of learning foreign languages", the English language was commenced to teach through four skills. Levels from A1 to C1 are aimed to acquire throughout school and higher education years. As for college students' level, they are required to be in B1 level, which means understanding main points of various topics, producing simple sentences with different Tenses, expressing

ideas about simple topics. The goal of teaching the first steps of ESP is creating communication in English by making a link between a lesson and the real life interests of students. The curriculum was designed by getting feedbacks from international experts of CEFR experienced English teachers. The content is based on National Standards of Republic and Law of Education of Uzbekistan. National Standards of republic of Uzbekistan is the basis of curriculum, therefore every single topic coincides the national rituals and mentality. After presidential decree, the content of curriculum and ways of teaching were established completely different, from grammar-translation method to teaching integrated skills simultaneously. As I mentioned above, the entire curriculum is based on National Standards and topics were based on our mentality. As for grammar rules, they are chosen according to the requirements of B1 level (the articles, parts of speech, conjunctions, linking phrases, complex sentences, two forms of "if clauses"). Classroom processes and resources are identified by department while organizing activities and methods are depended on a teacher. Teaching by given materials is accomplished according to the capacity and levels of students. Concerning lesson plans, each teacher constructs own syllabus according to the curriculum. The plans are confirmed prior to beginning of the term, as the principles have to be familiar with what and how the lesson is going to be held. The role of teacher is huge during the classes, since the teacher is not only as an educator, but also a module and a motivator, the tasks are demanding indeed. Conducting lessons with different methods, ranging from team-building activities (which is not accustomed before) to four skill involved tasks can be example here. Moreover, teacher is considered as an error corrector, so ways of giving feedback are also fundamental. As for students' role, it also exacting. Being active in autonomous learning and having a knack at four skills requires constant hard work, because in every lesson a learner has to do diverse tasks and at the end of the academic year they are required to make PPT about future career. In evaluation stage of learning students are prone

to acquire critical thinking, presentation skills, writing formal letter styles and ways of becoming an effective learner. Therefore, the learners are demanded to improve and maintain the concentration and to select relevant materials for their presentations. Here learners also need presentation skills, as future religious studies professionals they have to acquire public speaking ability. As Confucius mentioned, "Public speaking is used for many different purposes, but usually as some mixture of teaching, persuasion, or entertaining. Each of these calls upon slightly different approaches and techniques".

Background:

The main problem of modern pedagogical science is the expression from the disclosure of the object of the existing paradigm of education and the essence of the legislation that ensures their development. In this role, the need to create a new paradigm of humanity, based on new knowledge and criteria for thinking, shows that it has priority as a special topical problem of educational problems, which broadly reflects aspects such as content, methods, organizational criteria and staffing. In the process of our research, the "program of the Ministry of Higher and Secondary Specialized Education to ensure the implementation of the program of measures for the development of higher education for 2017-2021", approved by the decree of the President of the Republic of Uzbekistan "On measures for the further development of the higher education system" was taken as a basis,

- to understand the essence of documents and works related to professional activities in one of the foreign languages, have the necessary knowledge in the framework of professional activities in the field of the humanities and use them in professional activities on a modern scientific basis;

- to be able to apply information technologies in their professional activities, master the methods of collecting, storing, processing and using information, be able to independently make decisions based on their activities;

- the ability to independently acquire new knowledge, work on it and organize work activities on a scientific basis, have common interests, such as - understanding of religion, approaches to the study of religion, the formation of theology as a separate science, knowledge of its areas;
- to know the foundations and essence of national and world and Islamic culture; relationship in contemporary Islamic society, principles of the Muslim social system;

Methodology:

Choosing certain ten students from one group seemed to be a little challenging, as other remained learners also find Grammar as a topic of discussion. As the students learn English as ESP, they likely focus on integrated skills rather than Grammar. Although I have been teaching them for two years, interviewing them about learning path was beyond my experience. Due to this project, I had a chance to conduct a little needs analysis and observe particular these ten ones during the classes. There is a brief description about them:

Part 1:

Table 1. *A brief description about participants*

Educational setting:	Year:	Major:	Level of English
International Islamic academy of Uzbekistan	2	Religious studies	B1-B2(according to CEFR requirements)
Age:	Target language:	Number of chosen learners:	Type of needs analysis:
19-20 20-22	Russian and Uzbek	Ten	Target situation analysis, Pedagogic Need Analysis Deficiency Analysis (Lowi, 2009)

A table above illustrates the categorized group of religious students' age. Most students had studied English at school time and applied for

the academy with the language level of B1, however four of them got certificates of equal to B2

Table 2. *The number of students in usage of English who got more than 50%*

Grammar:	Speaking:	Reading:	Use of English
8	6	6	7
Vocabulary:	Listening:	Writing:	Paraphrasing:
7	7	6	7

The ability description of religious students is illustrated in Table 2. In terms of Grammar, as the students enrolled in Academy through mandatory test from English Grammar and vocabulary, the correct answers of both

sections are higher than others. The number of right answers from Reading and Writing questions consisted a marginally lower than others, making only 6. The possible reason for it is ESP classes likely to focus to these skills.

However, the participants could find seven correct answers in “Use of English” and “Paraphrasing” were more than Writing skill.

Table 3. *The possible situation of using English for religious studies students*

Situations:	For Oral speech:	For Formal writing:	Possible Frequency of usage:
Participating international conferences	54 %	46%	2- 3 times a year
understanding the essence of documents and works related to professional activities	42 %	58%	Multiple times a year
Interpreting the meaning of holy Qur'an from native language to English	4 %	96%	Multiple times a year
Reading religious materials in English	49 %	51%	Multiple times a year
Taking part theology related grants sponsored by international settings	14 %	86%	1- 2 times a year
Exams for master's degree	47 %	53%	Once a year
During the English classes	49 %	51%	Multiple times a year

Part 2.

Description of the remedial grammar point

Moreover, the textbooks for students also demand to work more autonomously and introducing grammatical structures is a part of the lesson. Grammar in most cases needed to teach as a product. Therefore, the errors and bias that my chosen learners face seem to be common mistakes, such as: Word-order, Subject-Verb agreements and Articles.

According to the curricular, I get formative assessment, as a writing letter in every seventh week. It means comparing the pieces of writings and finding Grammar errors seem not so demanding. As for speaking observation, I had to note their mistakes simultaneously, when they made. Obviously, the errors in both cases almost the same. This resistance led me to change the pedagogical approaches as following:

a) From deductive into inductive. As Chalipa (2013) mentioned, the students discover grammar rules when they work with them. They figure out the rules while experimenting the exercises.

b) Teaching grammar as a Process. The students use language purposefully and they are given flexibility in resolving problems with their own way.

c) Using original videos. Integrating media into classes almost always captivating for learners and gives an opportunity to be creative. As Cundell (2008, 17) mentioned, “One of the most powerful ways that video can be integrated into courses is for the visual representation they provide for learners on otherwise abstract concepts”. Therefore, using video materials can lead to productive practice.

Part 3. Lesson plan

Having mentioned the errors that the learners did and according to CLT approach, there is a lesson plan based on a patchwork ESA (engage-study-activate). Following plan is prone to be remedial lesson that focuses on word order of the sentences, which is considered as a significant part of the writing and speaking processes.

Target learner: ESL student with pre-intermediate level

Lesson objectives:

- Learner will recognize the importance of Subject/Verb agreement
- Learner will be able to use sentences in a context

Language objectives:

- Learner will recognize the importance of Subject/Verb agreement
- Learner will be able to use positive and interrogative sentences

Learner outcome:

- Learners will practice both structures
- Learner will differentiate the forms of Subject and the role in sentences

Suggested time and Materials:

- 80 minutes
- Learner worksheets, web sites, video clip

Engage part. Introduction:

- Ask students to tell any current news
- Show 3- minute recent news video from <https://breakingnewsenglish.com> for pre-intermediate learners
- Tell them to compare the ready material with theirs

Part 4

It is commonly thought that grammar exercises seem to rarely be contextualized and discourse-based. However, material designers and authors base on “a solid understanding” of usage of structures in proper contexts. (Celcia-Murcia and Nina Yoshida, 2003). Not all grammar exercises lack of productivity, there are some meaningful ones, according to the topic “Conditional Sentences and Wishes” (Azar, 2009) which will be mentioned below.

Sample 1: Exercise 18

□ EXERCISE 18. Implied conditions. (Chart 20-8)

Directions: Identify the implied conditions by creating sentences using *if*-clauses.

1. I would have visited you, but I didn't know that you were at home.
→ *I would have visited you if I had known you were at home.*
2. It wouldn't have been a good meeting without Rosa.
→ *It wouldn't have been a good meeting if Rosa hadn't been there.*
3. I would have answered the phone, but I didn't hear it ring.
4. I couldn't have finished the work without your help.
5. I like to travel. I would have gone to Nepal last summer, but I didn't have enough money.
6. I stepped on the brakes. Otherwise, I would have hit the child on the bicycle.
7. Olga turned down the volume on the tape player. Otherwise, the neighbors probably would have called to complain about the noise.
8. Tarek would have finished his education, but he had to quit school and find a job in order to support his family.

hospital and the answer of student B depends on speaker's grammatical ability and critical thinking. As there is a communication between students, I can highlight CLT approach is reached in a grammar class.

Exercise 22

As a clear and determined instruction is contributed, this task tends to be categorized as a “Controlled drills”. The two parts of the sentence are given and drawing a line to each correct completion is asked. What the learners can struggle is lack of grammatical comprehension. Having provided the explanation of types of Conditional Sentences, the students likely do this exercise without making much effort. These types of tasks can lead students to think faster, as the difficulty of them is not as hard as others. There is likelihood that these kind of tasks may not serve to think critically.

Exercise 46

This type of task belongs to “Awareness”, hence it mainly focuses on discourse. Giving the task about “Blue Book Blog” the teacher wants to know how the learners figure out perceived theme and ask them to identify the time frame of the ideas in the phrases (now or past). Differentiating real or unreal conditions raises the learners' awareness of notion about “Wish clause sentences”. Moreover, the

imagination and creativity will also improve, that is need to any kind of job in our modern life. As employers are seeking the ways of improving the capacity of workers, above mentioned skills are suitable to meet their needs. If every grammar task focuses not only the construction of the sentences, but also the usage of real life situations, then we may call them as meaningful and job-related tasks.

Having discussed only three grammar exercises from the well spread book, (Azar, B.S & Hagen (2009)), we tried to design the plan of using activities during the classes. There was not an aim to criticize the given Grammar book, but was an attempt to make a plan with them. As Thornbury(1999) mentioned, "Grammar is rules of a language. —Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints (Larsen-Freeman, 2001). In another definition —grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey". Therefore grammar should be a "bridge" between language and usage.

Introduction Activity:

- Divide the learners into two teams
- Show the <https://breakingnewsenglish.com/1905/190513-rationing-in-cuba.html> Speed Reading on Level 1, and tell them to jot down the Subject and Verbs

- Then compare the findings of teams

Formal Instruction on Subject –Verb agreement

- Choose one structure of students notes.
 - ☐ Cuba's government has announced,
 - ☐ Cuba imports,
 - ☐ the number of shelves is shorter
- Write exact subject with Verb on the board and tell them today's lesson topic "Subject Verb agreement"
- Introduce them the Grammar Structures with other phrases: the number of,

the figure for, the quantity of + plurals Verb in singular form

- ☐ The number of the shelves in food hops is becoming empty
- ☐ The stores in capital city Havana are limiting
- ☐ The figure products people buy is significantly much

- Ask students: Why "is" used, although Subject in plural form?

- Listen their ideas and explain the reason if it is necessary

Study part: (Number the sentences in right order)

- Put students in pairs and provide them with task sheets

- Tell them to put sentence in right order according to the text above

() " products. Cuba's Commerce Minister, Betsy Diaz Velazquez, said beans, chicken, eggs, rice, soap and other goods would

() embargo means it is very difficult for Cuba to buy a lot of food. However, many economists

() \$2 billion a year on importing food. The US embargo and the crisis in Venezuela means it is difficult

(1) Cuba's government has announced that it is starting the rationing of food and other basic

() hoarding food. If people buy too much of one thing and then hoard it, there is less

() milk, four packs of sausages and five packets of peas per person. One shopper said life was "tough".

() crisis in Venezuela has led to a two-thirds cut in shipments of cheap fuel to Cuba.

() Cuba imports about two-thirds of its food from other countries. A lot of this used to come from the USA. Cuba spent about

() say there is a bigger reason for the shortages - the cut in fuel aid from Venezuela.

() food for others. One store in the capital city Havana limited people to just four packets of powdered

() for Cuba to import food. The shelves of many stores and supermarkets are empty. Many people have to stand in long”

- Set the time: 5 minutes
- Check the answer as a whole group

Activate part (Structural practice)

- Divide the ss into small teams and provide them jigsaw images
- Tell them to make a story and to describe the actions in written form
- Set the 5- minute- timer
- Then ask one to represent what they have made
- Check the order of meaning and word order in sentences

Engage part: Formal instructions for interrogative sentences

- Ask the questions:
 - ☐ What would the old woman ask?
 - ☐ Why was she surprised?
 - ☐ Where might she call?
 - ☐ What did they look at?
 - ☐ Who was that woman?
- Listen to possible answers and tell them correct answers
- Ask them to make other question and write on the board
- Ask ss to find any mistake in sentences on the board
- Explain them the order of interrogative pronouns and other parts of speech in a sentence
 - ☐ Wh words+ auxiliary verb+ S+V?
 - ☐ Why was she sitting on the stairs?

☐ When did the old woman come? At night or at midday?

☐ How did you know?

☐ What did she give to young lady?

Study part: (note taking through video clip)

- ☐ Show them video about anniversary of school on <https://vimeo.com/286942247>
- ☐ Give them worksheets with note completion
- ☐ Check the answers as a whole
- ☐ Ask questions about the video
- ☐ Discuss any ideas about celebrating anniversaries focusing on Subject Verb agreement

Activate part: (communicative activity)

- Ask students to stand in two rows
- Label the “word” on their forehead
- Students turns behind and make sentences with given words

For example:

- ☐ “students” – The quantity of students is getting more
- ☐ “cotton” – the figure for cotton production is decreasing
- ☐ “Cuba” – Does Cuba import or export more?
- ☐ “anniversary” – Did you remember the anniversary day?

Result and findings:

After the following sections of the sessions, students could achieve following skills:

- Students will demonstrate more of their mastered skills
- The objectives of the lesson are aimed at developing the professional competence of the student

- Evaluation - will be meaningful and focused on a positive result
- Students receive timely support and encouragement due to the need for individual learning
- Learning outcomes in addition to the development of knowledge and skills, the development of competence, allowing to apply the acquired skills in practice, approaches to the study of religion, the formation of theology as a separate science, knowledge of its areas;

If we focus on the pedagogical aspect,

- They received instruction based on a timely and individual approach to the student. In the traditional education system, this support is given to students with low self-esteem. In most cases, this is done after the announcement of the results of the development of "support". However, as part of the competency approach, tables and tables will be developed so that learners can get additional help when their new knowledge becomes a skill. Formative assessment is an assessment that is to help the student identify his/her strengths and weaknesses, to facilitate the determination of his/her future steps in the reading process, and effective feedback, that is, the attitude to the activities of students, is important. importance for their reading and success.

Research-based pedagogical principles focus on the extent to which students' knowledge and how intrinsic motivation can be formed. Many traditional systems seek to create coherent systems of learning and to integrate academic disciplines. However, in accordance with this approach, an educational plan is developed not only in accordance with the needs and goals of students, but also taking into account age. Without falling into the tracking trap, start with the idea that qualified educators "pick up where they left off" and develop an educational strategy based on student development, social-emotional skills, and academic knowledge (academic background, experience). The main goal of this approach is to formulate the subject in addition to teaching and on the basis of an unbiased approach to the curriculum set for students. This takes into account the cultural

and linguistic aspect of the language. Helping students develop consistently applied teaching methods is often attributed to student success and learning propensity. said assistance to students in acquiring lifelong learning skills, often referred to as student agency, is based on the science of learning and is one of the outcomes of student success

As Khodjaev lists the most important categories of pedagogy, which include personality, upbringing, education (teaching, reading), knowledge, skills, qualifications, competence, information, formation, development. If we take into account that education is a "process aimed to equip students with theoretical knowledge, practical skills and abilities, the formation of competencies, the development of their cognitive abilities and the formation of their worldview", knowledge is the main basis of the educational process, and in order for this to become a competence, the student will need the ability to organize certain types of activities. Khodjaev also considers competence as a holistic expression of knowledge and skills.

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