

**PRACTICAL EXPERIMENT ON *ESP* STUDENTS LEARNING RELATIVE CLAUSES.****Qurbanova Hilola Maqsadbekovna**

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**Annotation:** The article outlines the conclusion of an English teacher at an Agrarian University in Yunusabad, instructing 20 first-year students (aged 16-22). Given English isn't compulsory, student proficiency levels are diverse: 6 Intermediate (some B2, aspiring to IELTS/TOEFL), 10 Pre-intermediate, and 4 Elementary. Intermediate learners often attended educational centers, while Pre-intermediate, students mostly learned online, leading to varying grammatical accuracy. Despite their mixed backgrounds and learning processes, all students show some grammatical challenges, and the teacher aims to significantly improve their English language skills.

**Key words:** Linguistic perspective, Syntactic and Semantic concerning, Postmodifiers, Premodifiers, Accordance, Integrated and Supplementary relative.

**DESCRIPTION OF TARGET LEARNERS**

I work at Agrarian university situated in Yunusabad region as an English teacher. I am given 1st course students whose ages are from 16 to 22 years old. As English is not their compulsory subject at this university, their levels are totally different from each other. There are 11 male and 9 female students, overall 20 students in my group, 6 of them are intermediate level, 10 students are pre-intermediate level and the other 4 ones are elementary level. Some of my strong intermediate students have got B2 CEFR certificate and the rest are spending their whole potential and effort to take IELTS certificate for master's degree even few students want to take TOEFL to study abroad. Students had dissimilar learning processes. They started to learn English (grammar) differently before entering to this university. Most of the students (6) whose levels are intermediate used to go to the educational centers, as a result, it helped them to decrease numbers of grammatical mistakes and improves self-esteem at the same time by communicating and receiving feedback from teachers face to face. They are able to write academic writings and barely make grammatical mistakes. When it comes to pre- intermediate students, (10) they attended to online classes and mostly learned individually. Therefore, although their level is pre- intermediate, sometimes some grammatical mistakes are observed on their essays. Elementary students (4) just started to learn the language after entering to this university. They know the rules of the grammar which they have learned nevertheless, they make mistakes orally because of lack of experience. All students have grammatical issues on the language therefore, as an English teacher try to help them to make their English as better as possible. As Chamot (2007) emphasized the teacher might assign the same version to all students, but then provide different sets of comprehension questions so that some students would answer literal comprehension questions, others could also answer inferential questions, and the most proficient readers would, in addition, respond to questions requiring analysis and critical thinking.

**GRAMMAR BOOKS AND SELECTED TOPIC**

Topic is **Relative clauses (who/where/which/when/why)** First chosen book is A semantic approach to English grammar by R.M.W Dixon (2005)

Second book entitled Linguistic Perspectives on English Grammar: A Guide for EFL Teachers" by "Martin j. Endley (2010)

**GRAMMAR EXPLORATION**

The chosen topic is *relative clauses* because all my students have problems with using relative clauses, even intermediate level students. Attending to learning environment and student affect is not a matter of social work, but a pathway to support achievement (Tomlinson, 2003). Naturally, when learning L2, comparing it with L1 will help learners to use that language quickly and accurately. However, each language has parts that cannot be compared with other languages. Although my students' L1 is Uzbek and relative clauses do not exist in it, the main reason of choosing relative clauses is to explain my students using them accurately without hesitations in L2. There are several *similarities* which Martin and Detox supported the points and discussed the issues in the books. Both scholars emphasized relative clause is a description of the head noun and gives further information or feature about Subject. They addressed to syntactic and semantic concerning relative clauses in order to a learner be accurate user in a context and communication. More preciously, syntactic problems can happen with the position of the relative clause in relation to the antecedent it alters. In terms of semantic issues, the limits on the usage of relative markers must be in a frame of English grammar accuracy. Books have multiple explanations about restrictive and nonrestrictive relative clauses which are renamed *integrated* relative for restrictive, *supplementary* relative for nonrestrictive by another scholars. It may seem the same terminology but have different aspects in grammar. The restrictive/nonrestrictive distinction is mainly a semantic part, which focuses on the former case the clause limits the reference of the main subject noun, whereas, in the latter case, the clause simply supplies additional information about the noun.

The integrated/supplementary distinction relies on only syntactic function, focusing on the degree of accordance between the clause and the antecedent NP. When it comes to the *differences*, according to the Martin's explanation relative clauses can alter any type of NP, not only nouns but also indefinite pronouns as well as per-sonal pronouns while Dixon wrote the importance of modifiers such an adjectival or adverbial rather than pronouns. Further research of Martin showed the *postmodifiers* namely SVO word order in term of similarity of grammar structures such as English, French and Spanish while *premodifiers* SOV word order which the grammar structure is a bit different in Turkish, Korean and Japanese languages. Furthermore, Martin called *wh* -relatives for relative clauses and *that* is dominant clause which can replace all other forms. Admittedly, all scientific information above helps me teach my students how to differentiate relative clauses easily as well as explaining the role and place in a sentence. The book A Guide for EFL Teachers is the best source for me as a perfect model of a professional teacher. It may not be easy to utilize grammar directly, but it can teach future teachers how to teach effectively.

#### **GRAMMAR TOPIC APPLICATION**

According to Subban (2006) learners are individuals and have individual approaches to and levels of learning, teachers need to consider their differences when planning and implementing instruction. Through scientific theories, it can be a sufficient base for me to explain to my students what is the head noun in the sentence and why the relative clause is put in S or Pronouns. As I mentioned, although it does not exist in Uzbek language, it is possible to explain the usage rule can be used properly and independently by Martin's and Dixon's knowledge I have just learned. Explaining through simple and complex sentences, based on the level of my students, brings them closer to the goal. For example, if "who" is used for the Subject in a sentence, it is explained that "which" comes in one sentence when emphasizing objects, while "where" for places/destinations or the usage of that clause, which can perform the same function of all wh-clauses, is understandable even to the lowest level of students. Because of the different levels in my group, I use both form-focused instruction and meaning focused

instruction at the same time. For example, in form-focused instruction, it is very important to know the S , V and O , Pronouns in the sentence, but in meaning-focused instruction, the function and meaning of the relative clause in the sentence is very important. It is clear that focusing on this might limit them.

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