

WAYS OF TEACHING LINGUISTIC TERMINOLOGY IN ENGLISH LANGUAGE CLASSES TO STUDENTS OF 5-9 GRADES

Valikulova Dildora

Doctoral student of TSPU

0009-0000-5480-0909

The article is about the ways of teaching linguistic terminology of the English language at school to the students of 5-9 grades. The writer explains the role of linguistic terminology in foreign language learning, accepting it as a significant component of the metalinguistic skills of learners.

Key words: foreign language, metalinguistic skills, English, linguistic terminology, blitz quiz, word dictation, matching, word scramble, classification activity, gap-fill.

В статье речь идет о способах преподавания лингвистической терминологии английского языка в школе учащимся 5-9 классов. Автор объясняет роль лингвистической терминологии в изучении иностранного языка, рассматривая ее как значимую составляющую метаязыковых навыков обучающихся.

Ключевые слова: иностранный язык, метаязыковые навыки, английский язык, лингвистическая терминология, блиц опрос, словарный диктант, задание на соответствие, путаница, задание на классификацию, задание на заполнение пробелов.

Learning a foreign language is considered to be one of the priority tasks of the young generation. The knowledge of a foreign language allows young people to study the culture and traditions of foreigners, broaden their horizons, achieve career growth and develop their intellectual abilities. Moreover, proficiency in a foreign language offers such opportunities as studying abroad, studying at universities, continuing postgraduate education and, of course, employment.

In order to carry out this task we need the help of qualified teachers and an effective educational system. Foreign language lessons should be organized taking into account learners' interests and abilities with a focus on training key language and speech skills. Besides the common language skills, there is the concept of metalinguistic skills, which also contribute to language proficiency and literacy.

In the research of I.Ovchinnikova metalinguistic ability is defined as "the ability to consciously work on language (as an object of activity), the ability to recognize language as a subject of assessment and control one's speech activity"[2]. Accordingly, metalinguistic skills are automated use of knowledge and ideas about language and language abilities to understand,

analyze and control one's language and speech activity. Having studied a number of researches in the field of metalinguistic abilities, we suggest the following structure of metalinguistic skills of learners (Figure 1).

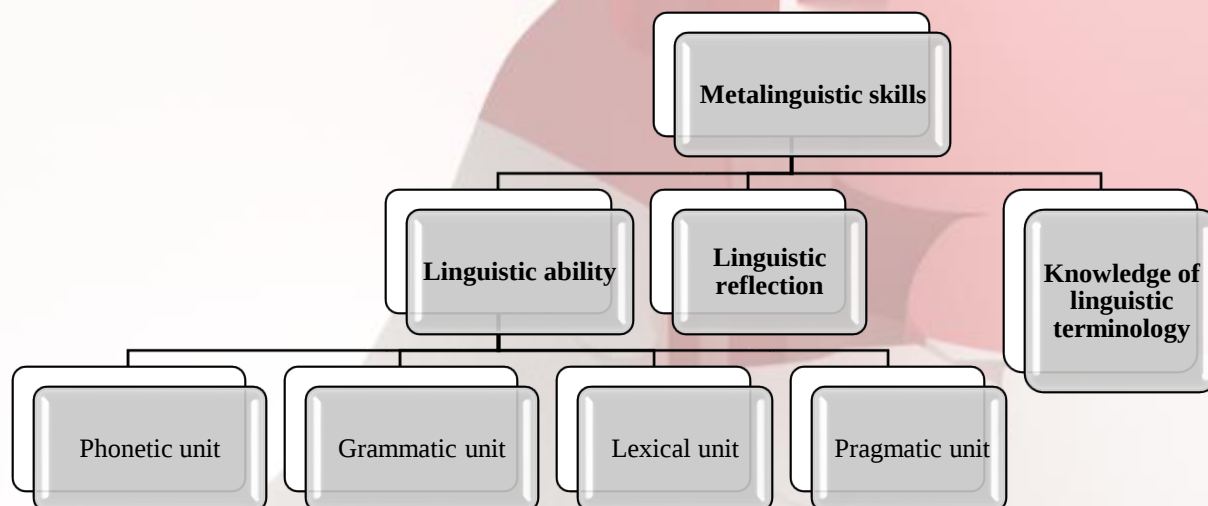


Figure 1. Structure of metalinguistic skills

According to the scheme, metalinguistic skills of learners include three main components: linguistic abilities, linguistic reflection and the knowledge of linguistic terminology. We will focus on such a component of metalinguistic skills as mastery of linguistic terminology, which is also important for the implementation of metalinguistic activities by students. This is explained by the fact that metalanguage that involves the use of linguistic terms and notions, is somehow a basis for metalinguistic skills.

Linguistic terminology is a set of words and phrases used in linguistics to express special concepts and to name typical objects of a given scientific field. Linguistic terminology includes:

- 1) terms themselves, i.e. those words that are either not used at all in the target language, or acquire a special meaning, being borrowed from the target language;
- 2) peculiar combinations of words and their equivalents, leading to the formation of compound terms included in linguistic terminology on the same rights as fully formed units [4].

Our article is aimed at studying the ways of teaching foreign language linguistic terminology in 5-9 grades. In our case the target language is English. Having analysed the English language books, appointed for 5-9 grades, we made a list of the widely used language terms using the classification criteria of linguistic terminology of the Russian language presented by K.A.Stukan [3]:

Common language/speech terms: pronunciation, vocabulary, grammar, speaking, listening, reading, writing.

Phonetic terms: sound, letter, vowel, consonant, syllable, stress, word stress, sentence stress, intonation, weak forms, schwa.

Grammatical terms: sentence, verb, adverb, adjective, noun, number, pronoun, preposition, conjunction, comparative degree, tense, infinitive, gerund, modal verb, passive voice.

Lexical terms: word, meaning, definition, phrase, collocation, antonym.

Graphic and spelling terms: letter, capital letter, parentheses, comma, period, exclamation mark, apostrophe.

Speech theory and rhetoric terms: letter, story, report, blog, review, postcard, diary, interview, essay, text, paragraph, description, article, predictions, comments, message, invitation, post, advice, biography.

One of the effective ways of enhancing learners' knowledge of linguistic terminology is applying the methods of **word dictation**. In this method the teacher reads the linguistic terms aloud, so that students could write down what is being said. Dictation helps learners to remember the spelling of linguistic terms and is an ideal way of teaching target terms in the 5th grade which includes students having a low level of the English language. The words for dictations are extracted from the units and lessons of the textbook.

Another way of learning linguistic terms is using the technique namely **blitz quiz**. Blitz quiz refers to dealing with a set of questions requiring short answers and usually taking a short amount of time. Blitz surveys can be organized both orally and in a written form. D.A.Gusev and E.A.Butina describe the process of conducting a blitz quiz as the activity in which "students are invited to pass a test or exam within the framework of the studied material through an individual interview with the teacher, without any additional preparation: the teacher asks the student any question from those that were discussed during classroom lessons, the student quickly answers it, after which he receives a new question (The number of questions is not regulated; there can be, for example, 3-5 or 10-20)". They also emphasize that the point is not in the number of questions asked, but in the degree to which the student has mastered the proposed material [2]. This technique can be used for checking the knowledge of linguistic terminology of 7-9 grades, whose language proficiency is slightly higher. Below is an example of questions for the blitz quiz in 7th grade:

Answer the questions quickly.

1. A word that is used to describe an action or a state of being (verb)
2. Verbs that describe possibility, ability, permission and necessity (modal verbs)
3. A noun that is made up of two or more different words (compound noun)

4. A part of a word that contains a single vowel sound and that is pronounced as a unit (syllable).
5. A word that means the opposite of another word (antonym).
6. The basic form of a verb that usually follows “to” (infinitive).
7. The words that take the place of nouns (pronouns).
8. Words that are used before a noun to introduce it or to provide more information on the noun, such as how many there are (determiner).
9. A sound or combination of sounds that has a meaning and is spoken or written (word).
10. The body of words used in a particular language (vocabulary).

One more activity aimed at training vocabulary skills of learners is **matching**. This activity can be also applied for teaching linguistic terms. This can be organized by matching terms with their definitions. Matching activity is suitable for teaching 8-9 grade students. Look at the example below:

Match the terms with their definitions.

- | | |
|-----------------------------|--|
| 1) conjunction | a) the rise and fall of the voice in speaking; |
| 2) reflexive pronoun | b) the result of something that might happen (in the present or future) or might have happened but didn't (in the past); |
| 3) phrasal verb | c) the form of the verb which shows if the subject in a given sentence is the doer or receiver of the action; |
| 4) adverb | d) a letter or group of letters added at the end of a word which makes a new word; |
| 5) adjective | e) how words go together or form fixed relationships; |
| 6) collocation | f) a word that describes or defines a noun or noun phrase; |
| 7) suffix | g) a word that can modify or describe a verb, adjective, adverb, or entire sentence; |
| 8) voice | h) made up of a verb and a particle or, sometimes, two particles; |
| 9) conditional | i) denoting a pronoun that refers back to the subject of the clause in which it is used, e.g. myself; |
| 10) intonation | j) a word used to connect clauses or sentences or to coordinate words in the same clause. |

Word scramble is a lexical game intended for practicing spelling and learning a new word. This technique involves rearranging jumbled letters to form meaningful words. Word scramble has a number of advantages in teaching English including increasing student interest, developing spelling skills, expanding vocabulary, fostering students' logical reasoning and problem-solving skills [6]. We can use this game for teaching linguistic terminology by giving the lines with jumbled letters so that students can rearrange them and form language terms.

This activity is perfect for low level students like five- and six-graders. Look at the example below:

Unscramble the letters and make words.

- 1) ertelt (letter)
- 2) dnous (sound)
- 3) lelysbal (syllable)
- 4) erstss (stress)
- 5) niotaitnon (intonation)
- 6) ahlpetba (alphabet)

Classification activity is an effective way of teaching students to classify linguistic terms according to the common features and linguistic branches. It raises learners' awareness of the internal structure of the language and its component units. It requires logical reasoning and critical thinking skills, so it is more appropriate for the students with a bit higher level of language proficiency, for example students of 8-9 grades. Below is given a typical example of the classification activity for teaching linguistic terms in the 9th grade.

Classify the following terms according to the categories given in the table.

adjective, sentence, word, noun, sound, word combination, verb, stress, phrase, adverb, vowel sound, pronoun, intonation, syllable, collocation, preposition, consonant sound, conjunction.

Phonetic units	Lexical units	Syntactic units	Parts of speech

Additional activity for developing lexical skill of learners is **gap-fill**. A gap-fill can be defined as a practice exercise in which learners have to replace words missing from a text. These words are chosen and removed in order to practise a specific language point [5]. In teaching linguistic terms gap-fill activity can be organized by presenting a grammatical text (usually rules) with the missing words and asking learners to complete the text using the suggested thematic terms. This activity is more suitable for the students of 7-9 grades. Look at the example below. Complete the rule with the missing terms. Use the words in the box.

clauses, degree, sentence,
adverb, adjectives, adverbs.

An adverb of 1) _____ is a type of 2) _____ that adds information about how much or to what extent an action is performed, or the degree of a particular quality. These adverbs modify 3) _____, other 4) _____ or even entire 5) _____, helping to express the intensity or extent of the action or quality in a 6) _____. Essentially, they tell us more about the level or degree of something happening [7].

Thus, teaching linguistic terminology is an important part of foreign language classes. The awareness of linguistic terms boosts their linguistic and metalinguistic skills. The use of such techniques and activities as blitz quiz, word dictation, word scramble, matching, classification and gap-fill will make the process of learning terms interesting and productive.

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