

EFFECTIVE STRATEGIES FOR TEACHING QUESTION FORMATION IN ENGLISH

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Abstract

Questions are the vital parts of communication. Actually, each of us uses the questions everyday to ask our needs or just information. However, the act of asking a question includes a surprising level of difficulty in English language. This article will provide educators with practical and effective strategies for teaching the various question types to English language learners by focusing on both grammatical accuracy and communicative fluency.

Key words: questions, grammar, fluency and learners.

ЭФФЕКТИВНЫЕ СТРАТЕГИИ ОБУЧЕНИЯ ФОРМИРОВАНИЮ ВОПРОСОВ НА АНГЛИЙСКОМ ЯЗЫКЕ

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Аннотация:

Вопросы являются неотъемлемой частью общения. Каждый из нас ежедневно задаёт вопросы, чтобы узнать что-то необходимое или просто получить информацию. Однако сам акт постановки вопроса в английском языке таит в себе неожиданный уровень сложности. В данной статье представлены практические и эффективные стратегии для преподавателей по обучению различным типам вопросов учащихся английского языка, с акцентом как на грамматическую точность, так и на коммуникативную беглость.

Ключевые слова: вопросы, грамматика, беглость речи и учащиеся.

Introduction:

Before explaining specific types of questions, it is suggested to establish a clear understanding of sentence structures including with word orders. Teachers are supposed to explain that questions in English typically include adding the subject and auxiliary verb (or modal verb). This will help students to vivid understanding of question structure. Educators may use visual aids, like: presentations, to demonstrate this process clearly.

After explaining the sentence structure, educators are supposed to categorize different types of question by providing a structured approach to teaching. Interestingly, while categorizing the question types, teachers might give examples for each and make students form sentences by themselves.

Here are some examples for this:

- Yes/No Questions: This type of question are usually answered with a simple "yes" or "no." This type of the question typically begins with an auxiliary verbs like: (do, does, did, am, is, are, was, were, have, has, had, will, would, can, could, should, may, might, must). Educators give

example:

"Do you like my lessons?"

- Wh-Questions: This question type finds specific data and starts with a wh- word (who, what, where, when, why, how, which). For example:

"Where do you study?"

- Alternative Questions: This type of the question suggests two or more options as possible answers. Teachers may give an example: "Would you like listening or writing?"

- Tag Questions: This type of the question includes short questions added to the end of a statement to confirm or provide agreement. Example: "It's an interesting lesson, isn't it?"

Conclusion:

In short, asking questions is important to communication, the question types of English grammar sometimes present challenges for learners. This article has offered practical and effective methods to assist educators teach different question types effectively by improving both grammatical accuracy and communicative fluency.

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