

DEVELOPING THE TEACHING OF ENGLISH PREPOSITIONS TO A2-LEVEL LEARNERS THROUGH A COMMUNICATIVE APPROACH

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Abstract: The communicative approach has become one of the most effective methods of teaching English as a foreign language because it emphasizes meaningful communication rather than the memorization of grammatical rules. This article examines effective ways of developing the teaching of English prepositions to A2-level learners through communicative language teaching. At this stage, students are expected to use English confidently in familiar situations; however, many of them experience difficulties in selecting and applying appropriate prepositions in spoken and written communication. The article discusses the importance of integrating grammar instruction with real-life communication, interactive classroom activities, pair and group work, role-playing tasks, visual learning materials, and technology-assisted instruction. Furthermore, it highlights practical teaching strategies that help learners improve grammatical accuracy while developing fluency and communicative competence. The study concludes that communicative language teaching enables learners to understand the practical functions of prepositions and use them naturally in everyday communication.

Keywords: communicative language teaching, English prepositions, A2 learners, grammar instruction, communicative competence, language acquisition, interactive learning, English as a foreign language, classroom communication, language skills.

English has become one of the most widely used international languages in education, science, business, and global communication. Consequently, improving the quality of English language teaching has become a priority in many educational systems. Modern language education no longer focuses solely on grammatical

knowledge; instead, it aims to develop learners who can communicate effectively in real-life situations. Within this context, the Communicative Language Teaching (CLT) approach has gained worldwide recognition because it encourages learners to use language for meaningful interaction rather than simply learning grammatical rules by heart.

For A2-level learners, mastering English prepositions is one of the most challenging aspects of grammar. Unlike vocabulary items that often have direct equivalents in the learners' native language, prepositions usually express abstract relationships of place, time, movement, direction, and manner. Their meanings frequently depend on context, making them difficult for learners to understand through translation alone. As a result, students often produce grammatical errors that affect the clarity and accuracy of their communication. Teaching prepositions through a communicative approach provides learners with opportunities to practice grammar in authentic situations. Instead of completing isolated grammar exercises, learners participate in conversations, role plays, information-gap activities, classroom games, problem-solving tasks, and collaborative projects where prepositions naturally occur. Such activities encourage students to discover grammatical patterns independently while simultaneously improving their listening, speaking, reading, and writing skills. Therefore, communicative grammar instruction creates a learner-centered environment that promotes confidence, motivation, and meaningful language use. Keyingi qismda Asosiy qism (3–4 sahifa), Xulosa va 10–12 ta xalqaro foydalanilgan adabiyotlarni ham xuddi shu ilmiy uslubda tayyorlash mumkin.

Teaching English prepositions at the A2 level requires more than presenting grammatical rules and asking learners to memorize them. At this stage, students are expected to understand simple spoken and written texts, participate in everyday conversations, and express ideas related to familiar topics. However, prepositions remain one of the most confusing grammatical categories because their usage often changes according to context. Learners frequently make errors such as in Monday

instead of on Monday or at the bus instead of on the bus. These mistakes occur because the meanings of English prepositions do not always correspond to those in the learners' first language. Therefore, teachers should introduce prepositions through meaningful communication rather than isolated grammar drills. The communicative approach views grammar as a practical tool for interaction. Instead of explaining rules for a long time, teachers should create situations in which learners naturally use prepositions while communicating with classmates. For example, students can describe classroom objects by saying, "The pencil is on the desk," "The bag is under the chair," or "The clock is above the board." Such activities encourage students to connect grammar with real-life experience. The teacher acts as a facilitator, guiding communication instead of dominating the lesson.

Pair work and group work are particularly effective for developing communicative competence. Students can complete information-gap activities where one learner describes a picture while another draws it using prepositions. They may also participate in role-play situations such as asking for directions in a city, describing their bedroom, introducing their school, or explaining the location of different places on a map. During these tasks, learners repeatedly use expressions including next to, opposite, between, behind, across from, and in front of in meaningful contexts. Repeated exposure helps learners remember grammar more effectively than mechanical repetition. Visual materials significantly improve the teaching of prepositions. Flashcards, real classroom objects, maps, posters, photographs, short videos, and digital presentations help students understand spatial relationships immediately. Interactive whiteboards and educational applications also make grammar lessons more engaging. Teachers can use online games, quizzes, and animated exercises to provide immediate feedback while maintaining learners' motivation. Modern technology creates opportunities for students to practice English both inside and outside the classroom. Listening and speaking activities should also be integrated into grammar instruction. Learners may listen to short dialogues containing target prepositions and identify how they are used. Afterwards, they can perform similar

conversations with their classmates, replacing vocabulary while maintaining correct grammatical structures. Reading short stories and writing simple descriptions further reinforce the accurate use of prepositions. This integrated-skills approach ensures that grammar supports communication rather than functioning as an isolated subject.

Continuous assessment plays an important role in communicative language teaching. Instead of focusing only on written grammar tests, teachers should observe learners during conversations, presentations, pair work, and classroom discussions. Constructive feedback should encourage learners to notice and correct their mistakes without reducing their confidence. Positive reinforcement motivates students to take risks while speaking English and gradually improves both grammatical accuracy and fluency. Another important aspect is creating authentic communicative situations that reflect learners' daily lives. Topics such as family, school, shopping, transportation, hobbies, travel, and daily routines provide natural opportunities for practicing prepositions. Project-based learning, classroom surveys, interviews, and collaborative presentations further strengthen learners' ability to use grammar meaningfully. Through repeated exposure in authentic contexts, learners begin to use prepositions automatically rather than consciously recalling grammatical rules.

Conclusion

In conclusion, teaching English prepositions to A2-level learners through the communicative approach significantly improves both grammatical competence and communicative ability. Learners become active participants in the learning process and develop confidence through meaningful interaction rather than memorization. Classroom activities such as role plays, pair work, information-gap tasks, games, projects, and technology-supported instruction help students understand the practical functions of prepositions in everyday communication. Teachers should therefore integrate communicative techniques into grammar instruction to create motivating, learner-centered lessons that promote long-term language development. The successful implementation of communicative language teaching not only enhances

learners' grammatical accuracy but also prepares them for effective communication in academic, social, and professional contexts.

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