HELPING HIGHER-LEVEL STUDENTS WITH LEARNING   ENGLISH GRAMMAR

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ABSTRACT
The article deals with teaching adjectives and their collocations to higher level learners as well as problems they can face. The techniques that can help learners remember adjectives taking into account their collocations and chunks have been analyzed. The students are encouraged to use English-English dictionaries and electronic corpora.
KEYWORDS: *chunk, concordance, descriptive adjective, dictionary.*

DISCUSSION

Dictionaries and language corpora are considered to be important resources to explore lexical items and their collocations. Traditional paper dictionaries provide definitions, descriptions of word meaning. Students tend to use dictionaries to find the answer to the question What does this word mean? However, the weakness is that most dictionaries do not give attention to collocations and context. Michael Lewis states that a good English-English dictionary gives expressions or even sentences focusing on the word usage, and they might include a couple of useful collocations of the word. Therefore, the teacher should boost students to search these examples for collocations. Electronic dictionaries nowadays provide students with plenty of collocations. The convenience of such dictionaries is that they have quick and powerful search engines. Michael Lewis suggests training students to use searching tools of such dictionaries efficiently. Collocation dictionaries can be a helpful resource for students when they write essays or articles. Together with paper dictionaries they help give the context. Corpora and concordances have increased their popularity with the development of the Internet. Concordances provide abundant resources comparing to dictionaries. A concordance, which is a piece of computer software, can search large amounts of texts for example of using a certain word or phrase. Techniques for teaching lexis. Scott Thornberry describes the following techniques for teaching vocabulary:
- using mnemonics, when devising an image connecting to the pronunciation of the TL word with the meaning of a L1 word;

- using word cards followed by the peer teaching and testing, association games, guess my word, de-vowelled words, ghost writing activities;
- guessing from the context;
- using dictionaries;
- keeping records, which means that students should be encouraged to have a particular notebook solely for vocabulary, as they have to depend on their own vocabulary records.

As for vocabulary notebooks, James Mc Crostie has concluded that most students (including those of intermediate level) have difficulty choosing words on their own. They tend to over-represent some parts of speech and neglect others. V.P. Takac has analyzed the following vocabulary learning strategies: repeating new words aloud when studying or repeating them mentally; writing down words repeatedly to remember them; testing oneself; regular reviewing outside classroom; making word lists; translating words into L1; taking notes when watching films and TV programs, reading for pleasure; grouping words together; connecting words to physical objects; associating words in the context, with already known words; using the words in sentences; using synonyms in conversations; listening to songs. However, these strategies can be viewed mostly as students' personal strategies of learning new lexical items. On the other hand, Jim Scrivener suggests incorporating the following lesson procedures in addition to those mentioned in the course books:
- pre-teach lexical units, when the teacher uses pictures or draws on the board followed by eliciting and clarifying unknown items;
- written vocabulary practice, when e.g. students get handouts showing pictures or photos and a list of

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lexical units which they have to match by drawing lines;

 - speaking vocabulary practice, when students work in pairs describing a situation and using the introduced lexical units;

 - reading for specific information, when students try to find the answers to questions very quickly;

 - Further vocabulary work, when they focus on useful lexical units; and

 - Communicative activity, when they role play in small groups

For my lexis lesson I have chosen the guessing from the context strategy for introducing new lexical items. Students will be encouraged to read the text, and fill the new words in the blanks of this text. They should guess the meaning from the context, i.e. the sentences surrounding the noun+adjective phrase that the students are supposed to paste. The texts for reading were taken and adapted from an American art magazine.As the main function of language is to convey meaning from the addresser to the addressee, the words, where the basic concepts are encoded, are connected with the grammar. R.M.W. Dixon and Alexandra Y. Aikhenvald explain that nouns, verbs and adjectives can be differentiated according to the syntactic criterion, e.g. a noun can immediately follow an article and is not necessary to be followed by any other lexical unit (as an adjective); there are no morphological criteria applying for all nouns, e.g. some nouns can take plural marking.The adjective is viewed by scholars as a word which tells the qualities of a person, thing or event. Adjectives relate to 'qualities' or 'attributes' of the 'things'. Adjectives resemble verbs semantically as they both are semantic predicates and take semantic names. However, they differ syntactically. In English nouns and adjectives can attribute other nouns, be so called 'modifiers' According to Leonard Bloomfield, the adjectives are classified into two types, descriptive and limiting. The limiting adjective precedes the descriptive adjective with the noun. It defines the noun, but does not describe. For instance, in the noun phrase this big house, the limiting adjective this modifies and precedes the descriptive adjective big and the noun house. The majority of adjectives in English are descriptive. Conclusion :Teaching descriptive adjectives should be combined with the surrounding context and/or situation. It can be a reading, listening or video text. Collocations can help remember adjectives. Teachers as well as their students are encouraged to use English-English dictionaries (paper or electronic) together with collocation dictionaries and/or electronic corpora (which saves time) to prepare the tasks, find right and correct collocation for learning and/or writing articles and essays as well as preparing for freer speaking activities.

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