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COMUNICATIVE APPROACH IN GRAMMAR TEACHING**A. V. Pavlovych***Kyiv, National Technical University of Ukraine**“Igor Sikorsky Kyiv Polytechnic Institute”*

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The subject of the article is grammar teaching in terms of communicative approach. Communicative language teaching (CLT) is the basic constituent of modern foreign language teaching. Implementation of CLT led to a number of changes in teaching strategies. Learners do not just learn from a teacher but do their own information research.

Grammatical competence is an important constituent of communicative competence. Learning grammar does not include only rules but use of the rules as a part of fluent communication. Comprehension of grammar material is indispensable. Learning new grammatical patterns is done by means of context when learners try to infer a rule, i. e. meaning of a certain grammatical structure from what they read or hear. Teachers have to use different methods based on interaction and life-related situations to help learners acquire new grammar material. CLT requires a creative approach to grammar teaching. Different forms of group work are inescapable. Inductive method is used in new grammar material teaching. There is also a cognitive constituent in teaching grammar, which implies that learners have to perceive new grammatical structure and comprehend it in real-life situations. A teacher is a facilitator for learners helping and guiding them throughout a learning process.

Key words: communicative language teaching; communicative competence; grammatical competence; communicative approach.

Introduction. It is well-known that learning foreign languages is more than just necessary in the modern world. Mastering a foreign language is a means for graduates of higher educational establishments to get prospective employment opportunities. There are many opportunities to learn English as it one of the most widely spoken language in the world. A variety of books, media, travelling, the Internet resources provide learners with opportunities to learn English. Many people need and want to acquire a high level of fluency and accuracy of English. It demands appropriate teaching methods and approaches.

Communicative language teaching (CLT) was first proposed in 1970s. Since the 1990s, the communicative approach in language teaching has been incorporated in teaching process. In the modern foreign language teaching, communicative approach is an indispensable part of a teaching process. It is based on life-related situations allowing learners to practice their speaking skills, do information research and acquire knowledge by themselves, a teacher is only a guide for learners and not an information source. Using communicative approach in teaching grammar has peculiarities and requires suitable methodological, pedagogical and psychological approaches.

Topicality. Communicative language teaching (CLT) is the core trend in foreign language teaching. D. Hymes, M. Halliday, N. Chomsky, O. B. Tarnopolskii and many other scholars research trends of CLT implementation in foreign language teaching. Jack C. Richards defines CLT “as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom” [1, p. 1-30].

The teaching process was under a teacher’s control. Now there are different principles being a foundation in language acquisition. Interaction between users of the language, creation and negotiation of meaning, using the language the one hears in their speech are considered necessary in language learning. Group work provides learners with such benefits: they can hear the language used by other learners, they can produce a greater amount of language than they would use in teacher-fronted activities, the level of motivation is likely to increase, learners have a chance to develop fluency. Authenticity is another aspect of CLT. Materials and lessons are supposed to mirror real world and relate to alive communication [1, p. 1-30].

Aims. The article investigates the use of communicative approach in foreign language teaching and its connection with grammar teaching. The following tasks are to be done:

- to define the term communicative competence in terms of communicative teaching approach;
- to research principles of CLT and compare it with traditional teaching methods;
- to define the term grammatical competence;
- to determine teaching strategies that are efficient in teaching grammar taking into account students’ acquisition of grammar material.

Communicative competence. In communicative language teaching the goal is communicative competence. Communicative competence includes the following aspects: knowing how to use language for different purposes, ability to use language according to the setting and participants (formal and informal speech, written or spoken communication), knowing how to use and understand different types of texts (narratives, reports, conversations, interviews), ability to communicate having limited knowledge of language (different communication strategies) [1, p. 1-30]. Grammatical competence was seen as the main constituent of learning language. Learners had to make correct sentences, memorize dialogues. In CLT learners have to explore the new material, comprehend it and for the rule. The use of authentic materials is an indispensable part of teaching process. The advantages of authentic materials are: cultural information about the target language, exposure to real world, they relate to learners' needs, a more creative approach to teaching. There are the following arguments against authentic materials: created materials can also be motivating for learners, created materials correspond to syllabi as opposed to authentic ones for they may not always have this characteristic, authentic materials can have difficult and irrelevant language [1, p. 1-30].

In communicative teaching communicative competence is important which presumes that a person knows a language and can use it in different situations. Many other teaching methods are aimed at structural competence of a language. There are such sectors of a communicative competence: grammar competence, correspondence of contexts, an appropriate use of language and a performance. Communicative approach includes language learning through communication. Using situations in communicative approach has created certain tendencies in communicative teaching. They are: communicative direction of all kinds of teaching, learner-centered approach, taking into account interests of learners, teaching materials are used according the topic or situation and functional principle. The basic forms of classroom management are: pair work and group work. V. V. Vdovin says that the principle of personal communicational organization, distinguished by O. B. Tarnopolskii, is very important [2, p. 15-19]. It includes three basic constituents:

- focus on forming grammatical, lexical, phonetical, communicational skills that help to use a target language in communication;
- communicative exercises used to form necessary speaking skills and abilities;
- the stage of stimulation and motivation (a learning process cannot be started without motivation and a learning efficiency is higher provided learners have a high positive motivation).

A text, which is the main communicative unit, is an important constituent in communicative teaching. A text can help to learn new grammatical and lexical material by means of reading or listening, translation and commenting, and make communicative situations based on a text. Different kinds of exercises are used in communicative teaching: games, dialogues, monologues, discussions, drilling activities, brainstorming. It is recommended to use exercises of the highest level that according to O. B. Tarnopolskii help to form communicative competence and develop speaking skills in a real communicational situation [2, p. 15-19].

On the other hand, communication is not based only on rules. Vocabulary and grammatical structures are not all constituents of mastering a language. It is essential to know how a language is used in certain situations. Siao-cingGuo claims that three types of knowledge are necessary in learning a language: grammar, signification and use [3, p.123-128]. It is considered that language competence includes four components: linguistic, sociolinguistic, discourse and strategic competence. The forms, the use, the meanings and the functions are necessary to speak any language. Language is used to express opinions, attitudes and thoughts, to discuss things, to give descriptions etc. All these parts of communication require the knowledge of the whole language, not only rules or words. The use of authentic materials is one of the significant elements in learning a foreign language. It helps to create a life-related communication and see the use of a target language in different situations. Communicative teaching helps to develop oral activity in language learning [3, p. 123-128].

Communicative Language Teaching. CLT includes a variety of different educational traditions and paradigms. The following points, given by J.C. Richards, highlight modern teaching practices in CLT [1, p. 7-12].

1. Interaction and communication are necessary for learners to learn a foreign language.
2. Students should have opportunities to communicate, negotiate meaning of new lexis or structures, notice the functioning of language.
3. Student need to work with relevant, interesting, engaging and purposeful material.
4. Communication is the process requiring several skills.
5. Inductive and discovering learning, analysis and reflection are required as well.
6. Language learning includes trial and error in the creative language use. The goal of learning is to be fluent in using new language correctly.
7. Learners learn and perceive language in individual ways, have different motivations and needs to learn a language.

8. Successful language learning is characterized by effective learning and communication strategies.
 9. A teacher is a facilitator who provides students with opportunities to learn, use and practice new language.

10. The classroom is a community where students learn by means of collaboration and sharing.

CLT includes elements of traditional methods. Classroom activities have such peculiarities:

1. Grammar material is learned through communication, not in isolation.
 2. Communication, interaction and negotiation of meaning are used by means of such activities as problem solving, information sharing, and role play.

3. Inductive and conductive grammar learning is provided.

4. Using material related to students' lives.

5. Authentic materials are used to make lessons interesting and provide valid language models.

There have been some changes, basically a so called shift in language teaching concerning teachers, teaching and learning. This shift is characterised by the following peculiarities:

1. A learner-centered instruction is a prerogative apart from a teacher-centered instruction.

2. The shift from product-oriented to process-oriented instruction (i. e. more attention is paid to the learning process rather than to the products learners produce).

3. Students are involved in the learning whose constituent is a socialized component, students are not separate individuals.

4. Taking into account individual differences and peculiarities of learners.

5. Internal qualitative research which manifests the subjective and affective, inner and unique views of learners.

6. Holistic learning is emphasized. School is connected with the outer world.

7. Students need help with understanding the necessity of learning and forming their own purposes.

8. A whole-to-part orientation. It involves such approaches as beginning with meaningful texts and then helping learners understand features of that enable texts to function.

9. Understanding of meaning is predominant rather than rote learning.

10. Learning is viewed as a life-long process.

It is claimed that the above mentioned shift in language teaching caused the following changes to language teaching: learners' autonomy (learners have more possibilities to control their own studying), the social nature of learning which depends on interaction, curricula integration (a foreign language is connected with other subjects), focus on meaning (exploration of meaning), diversity (students use different learning strategies), thinking skills, alternative assessment, teacher are co-learners.

Grammatical Competence. Grammar Teaching. CLT includes grammatical competence. Grammatical competence is knowledge of a language that helps speakers to make sentences and blocks of sentences (phrases, utterances, parts of speech, tenses, sentence patterns). Communicative competence includes the following components: use of language for different purposes, variations in use of language according to situations and speakers (formal or informal speech), understanding of different types of texts (narratives, conversations, reports, interviews), having conversation despite limitations in one's language knowledge (using different communication strategies). On the other hand a learner can master skills necessary to make sentences but still be incapable to use them for a meaningful communication and thus have no or insufficient communicative competence [1, p.1-30].

It is interesting that scholars have different views about drawing students' attention to grammar. But it is generally considered that grammar should be taught communicatively. Structured input activities are one of ways to do it. They imply that students are supposed to encode grammatical forms in the meaningful context. While doing that they learn these forms and can comprehend their use [4, p. 61-75].

Learning grammar includes rules that are necessary to understand the language itself but learners cannot learn grammar only by means of rules. Communicative approach is aimed at developing speaking skills and understanding grammar rules and their use in language.

The communicative purpose for teaching grammar is to help learners to use target language. Grammar knowledge has to be systemized, comprehended and used in speech fluently. In teaching grammar conscious and subconscious processes of learners should be taken into consideration [5, p. 120-126].

Teaching Strategies in Grammar Teaching. In teaching grammar two main approaches can be used: the deductive approach and the inductive one. The deductive approach implies presentation of rules and examples of their use. Conversely, the inductive approach is aimed at providing some examples for the use of a certain rule and then the rule itself is derived. In CLT the latter is applied. All basic principles of CLT are implemented through the use of the inductive approach in teaching grammar. Both approaches can be combined to help students understand grammar rules correctly. Pair work or group work, discussions help learners to interact and enjoy learning process. Learning rules helps to consolidate acquired knowledge and

avoid misunderstanding of new material use. Task-based instruction is an important element of teaching grammar. Teachers use tasks that can help to involve students in interaction. Thus, learners develop their communicative strategies, interactional competence, communications skills, focus on the grammar material that is learned and use it in speech [6, p.267-283].

D. Newby claims that different parts of language or grammatical structures has to be presented and taught as a communicative event “as it stresses “action-oriented”, “real-time” perception nature of language” [7, p. 14]. A cognitive+communicative approach implies that learners should perceive grammatical structures as parts of natural language. This approach does not distinguish between grammar and meaning but between grammar meaning and message meaning. The meaning of an utterance is expressed by all its parts including grammar. The term notional grammar is used by D. Newby: “A Notion will be defined as a single semantico-grammatical concept, or a grammatical meaning, expressed by a speaker when s/he formulates a proposition and encodes it into form” [7, p. 21]. Examples of notions: arranged activity (I am playing tennis tonight); expressing intention (I am going to use my new racket); interpreting signs (It is going to be a tough match); making a prediction (I will probably be back by six); spontaneous decisions (I think I will change my racket).

Grammar rules are aimed at highlighting “salient perceptual elements” and helping learners to understand use of certain grammar patterns. According to D. Newby the Notional approach, if used systematically, has considerable advantages that make teaching process more efficient. It also minimizes learning of rules and helps teachers be clear about what they teach and learners to understand clearly what they learn [7, p. 13-34].

An example of the use of communicative approach in teaching the grammatical constructions will and be going to.

Students read two dialogues.

Dialogue 1.

Sandra. Let`s go to the cinema.

Mike. That is a great idea. I will buy tickets.

Dialogue 2.

Sandra. We are going to watch a new film at the cinema.

Marry. Watch it. That`s a wonderful film.

After reading the dialogue students have to guess why speakers use will and be going to to speak about the same future activity. They discuss it in pairs and tell a teacher their ideas. A teacher helps them to identify the difference between these two grammatical constructions. The second task for learners is to do an exercise and open brackets. Then students make their own dialogues using will and be going to and speak in pairs. At the final stage a teacher can ask one of learners write on a board when they use will and be going to, e. g. will – spontaneous decisions, be going to – intentions. In such a way students interact, analyze life-related situations in which these constructions are used and derive the rule by themselves. So, a teacher elicits information, engages students and helps them to study and activate their knowledge. Learners teach themselves with a teacher`s help which is the basic principle of communicative teaching.

Conclusions. Communicative approach is a foundation of modern foreign language teaching. The main goal of a teacher within CLT is to create favorable environment for students to acquire communicative competence as it is not only about the knowledge of a language but also a person`s ability to use it for different purposes and according to the situation. The main principles of CLT include ability to interact and communicate, work with relevant, interesting, engaging and purposeful material, sharing and collaboration within the classroom. But CLT includes elements of traditional methods as well. Grammatical competence as one of the constituents of communicative competence implies knowledge of a language that helps speakers to make sentences and blocks of sentences. Teaching grammar in terms of CLT requires good knowledge of language, psychology and pedagogics and teaching methods. On the other hand, it is necessary to use correct ways of organizing teaching process. Many aspects of teaching grammar within the framework of CLT have been studied. Teaching grammar includes peculiarities as it implies cognitive and learning processes. Views of scholars about teaching strategies in grammar teaching vary but CLT is a basis of it. All basic principles of CLT are implemented through the use of the inductive approach in teaching grammar that is aimed at providing some examples for the use of a certain rule and then the rule itself is derived. Many facets of grammar teaching are to be studied deeper, namely methodological and psychological constituents and interconnection between them.

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Павлович А.В., Иванова О.О. Комунікативний підхід у викладанні граматики. Темою статті є викладання граматики в рамках комунікативного підходу. Комунікативне викладання мови – це головна складова сучасного викладання іноземних мов. Впровадження комунікативного викладання мови призвело до ряду змін у стратегіях викладання. Хто вивчає мову, не просто вчать у викладачів, вони проводять власний пошук інформації. Граматична компетенція – це важлива складова комунікативної компетенції. Вивчення граматики не включає лише правила, але використання правил як частину вільного спілкування. Розуміння граматичного матеріалу є невід’ємним. Вивчення нових граматичних зразків здійснюється з допомогою контексту, коли учні намагаються вивести правило, тобто значення певної граматичної структури з того, що вони чуять або читають. Викладачі повинні використовувати різні методи, що базуються на взаємодії та наближених до життя ситуаціях, щоб допомогти тим, хто вивчає засвоїти новий граматичний матеріал. Різні види роботи в групах неминучі. У викладанні нового граматичного матеріалу використовується індуктивний метод. Є також когнітивна складова у викладанні граматики, яка включає в себе те, що студенти мають сприйняти нову граматичну структуру і зрозуміти її в наближених до життя ситуаціях. Викладач – це помічник для тих, хто вчиться, який допомагає і спрямовує їх діяльність протягом процесу вивчення.

Ключові слова: комунікативне викладання мови; комунікативна компетенція; граматична компетенція; комунікативний підхід.

Павлович А. В., Иванова О. А. Коммуникативный подход в преподавании грамматики. Темой статьи является преподавание грамматики в рамках коммуникативного подхода. Коммуникативное преподавание языка – это главная составляющая современного преподавания иностранных языков. Внедрение коммуникативного преподавания языка привело к ряду изменений в стратегиях преподавания. Учащиеся не просто учатся у преподавателей, они проводят собственный поиск информации. Грамматическая компетенция – это важная составляющая коммуникативной компетенции. Изучение грамматики не включает в себя лишь правила, но использование правил как часть свободного общения. Изучение новых грамматических примеров осуществляется с помощью контекста, когда учащиеся пытаются вывести правило, то есть значение определенной грамматической структуры с того, что они слышат или читают. Преподаватели должны использовать разные методы, которые базируются на взаимодействии и приближенных к жизни ситуациях, чтобы помочь учащимся усвоить новый грамматический материал. Разные виды работы в группах неизбежны. В преподавании нового грамматического материала используется индуктивный метод. Есть также когнитивная составляющая в преподавании грамматики, которая подразумевает, что учащиеся должны воспринять новую грамматическую структуру и понять ее в приближенных к жизни ситуациях.

Ключевые слова: коммуникативное преподавание языка; коммуникативная компетенция; грамматическая компетенция; коммуникативный подход.