

TEACHING GRAMMAR COMMUNICATIVELY

ВИКЛАДАННЯ ГРАМАТИКИ КОМУНІКАТИВНИМ МЕТОДОМ

The article discusses the effectiveness of teaching grammar communicatively, which emphasizes the use of grammar in meaningful communication rather than isolated grammar drills. The communicative approach to grammar instruction is based on the idea that grammar is best learned in context and through authentic language use. This approach focuses on the meaning of language, and the purpose of grammar is to enable learners to express themselves accurately and appropriately. The article provides evidence of the success of this approach and highlights the importance of integrating grammar instruction into communicative language teaching. The purpose of the article about teaching grammar communicatively is to advocate for the use of communicative language teaching (CLT) as an effective method for teaching grammar in language classrooms. The article aims to provide evidence and examples of how CLT can promote meaningful communication and increase students' motivation and engagement in language learning. Additionally, the article aims to provide practical suggestions for teachers on how to implement CLT principles in their grammar instruction. The novelty of the article about teaching grammar communicatively lies in its approach to grammar instruction, which focuses on using language in context and communicative activities to teach grammar. The article argues that this approach allows learners to acquire grammar knowledge through exposure to real-life language use, authentic communication, and language functions. The article also suggests that this approach promotes learners' engagement, motivation, and autonomy, as well as their development of various language skills such as reading, writing, speaking, and listening. To sum up, teaching grammar communicatively leads to more effective and lasting outcomes for learners. It involves incorporating grammar instruction into meaningful communication activities, such as conversations, debates, and role-plays. Learners are able to see the practical applications of grammar in real-life situations, and are more likely to remember and use the grammar rules when communicating. The article provides some tips for teachers who want to incorporate communicative grammar instruction into teaching and practicing grammar in a variety of contexts.

Key words: *communicative approach, grammar, real-life communication, practice, traditional approach.*

Стаття досліджує ідею викладання граматики комунікативно, який є мето-

дом викладання граматики, що наголошує на використанні мови у реальних комунікаційних ситуаціях. Традиційний підхід до викладання граматики фокусується на запам'ятовуванні та тренуваннях, не дозволяє ефективно підготувати студентів до використання мови у реальних життєвих ситуаціях. Традиційний підхід до викладання граматики, який базується на запам'ятовуванні правил, не ефективний, оскільки не готує студентів до використання мови у реальних комунікаційних ситуаціях. Комунікативний підхід передбачає включення граматичного матеріалу в комунікаційні активності, що дає змогу побачити практичне застосування граматики в реальному житті. Мета статті полягає у вивченні і описі комунікативного методу викладання мови (CLT) як ефективного методу викладання граматики; наданні прикладів того, як CLT може сприяти змістовній комунікації, підвищити комунікативного методу викладання мови (CLT) як ефективного методу викладання граматики; наданні прикладів того, як CLT може сприяти змістовній комунікації, підвищити мотивацію та зацікавленість студентів у вивченні мови. Крім того, метою статті є надання практичних рекомендацій для вчителів щодо впровадження принципів CLT в їхнє викладання граматики. Новизна статті полягає в її підході до викладання граматики, який фокусується на використанні мови в контексті та комунікативних активностях для викладання граматики.

Стаття надає практичні поради для вчителів, які бажають включити комунікативне навчання граматики у свою практику. Стаття підкреслює важливість розвитку комунікативної компетенції студентів через викладання граматики комунікативним підходом. Застосування контекстуалізації в процесі вивчення впливає на розуміння потрібних конструкцій без правил. Стаття висвітлює основні принципи комунікативного підходу, а саме: зорієнтованість на функціональне використання мови, активна участь у процесі навчання та використання різноманітних методів і прийомів для розвитку комунікативної компетенції. Стаття надає корисну інформацію для викладачів мов, які хочуть покращити ефективність свого навчання та допомогти студентам досягти більш високого рівня комунікативної компетенції. Прикладом слугує активність на основі завдання, де головним принципом є індуктивний підхід.

Ключові слова: *комунікативний метод, граматичні правила, практичне вживання, реальне спілкування, традиційний підхід.*

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Formulation of the problem. Language learning is a complex process that involves not only the study of words and grammar but also the development of communicative skills that enable effective communication with others. In the past, teachers focused more on the study of grammar, overlooking the communicative aspects of language. However, with the advent of the communicative approach to language learning, it became apparent that communicative skills could be developed through the study of grammar.

The purpose of the article. The purpose of an article on teaching English grammar communicatively is to promote an approach to teaching grammar that emphasizes the importance of using the language in meaningful and authentic contexts. The article aims at:

- stating the background of teaching grammar communicatively in CLT,
- stating main principles of teaching grammar communicatively,

– providing teachers with practical strategies and techniques for teaching grammar communicatively, such as using real-world examples, incorporating authentic materials, and task-based learning.

The importance of focusing on meaning over form is stated, and you can find guidance on how teachers can provide meaningful input and encourage communication in their classrooms. There are several approaches to learning English grammar, including the traditional approach, the functional approach, and the communicative approach. The traditional approach involves learning grammar through practicing correct structures. Students usually become familiar with grammar rules and then complete written exercises to reinforce these rules. This approach is often criticized for teaching grammar in isolation from context and real communication. The functional approach to learning grammar involves using grammar to solve real communicative tasks. Students learn grammar from the perspective of how it is used to achieve a specific communicative goal. For example, if students are studying the topic of "present perfect," they may learn to use this tense to talk about their experiences and achievements in life. The communicative approach to language learning is based on the idea that language should be learned through communication and the use of language in practical situations. This means that the study of grammar should focus on how to use grammatical rules in a communicative situation, rather than just memorizing the rules themselves.

Analysis of recent research and publications.

Communicative language teaching (CLT) emphasizes the use of language for communication purposes rather than just the memorization of rules and structures. In this approach, teaching grammar communicatively involves incorporating grammar instruction within the context of communicative language activities, such as discussions, role-plays, and other interactive tasks. The approach has been influenced by various scholars and educators, including Michael Halliday, Stephen Krashen, Tracy D. Terrell, Scott Thornbury, Penny Ur, and Diane Larsen-Freeman.

Different scholars have different opinions on teaching grammar communicatively. Diane Larsen-Freeman states that grammar is not a straight-jacket, it "affords speakers of a particular language a great deal of flexibility in the ways they can express propositional, or notional, meaning and how they present themselves in the world." [1, p. 104] Diane Larsen-Freeman believes that grammar instruction should be integrated into meaningful communication activities that focus on meaning rather than form, and that grammar should be taught implicitly through exposure to examples rather than through explicit instruction. Scott Thornbury suggests that grammar should be taught in a way that helps students use it to achieve their communicative goals, rather than

simply memorizing rules. He states that "learning through experience, is seen as the 'natural' route to learning." [4, p. 49]

Nunan claims that inductive teaching is beneficial as "you present the learners with samples of language and, through a process of guided discovery, get them to work out the principle or rule for themselves." [2, p. 158] It helps to raise awareness of what they are doing and why they need to learn grammar.

Michael Swan has argued that while meaning-focused activities are important, explicit instruction and practice of grammar rules is also necessary for learners to develop accurate language use. Rod Ellis has proposed a "usage-based" approach to teaching grammar communicatively. He argues that learners will acquire grammar more effectively through implicit learning from exposure to input, rather than through explicit instruction or form-focused activities. Penny Ur states that teachers are the ones to make a difference in learners' ability to "make the 'leap' from form-focussed accuracy work to fluent, but acceptable, production, by providing a 'bridge': a variety of practice activities that familiarize them with the structures in context, giving practice both in form and communicative meaning." [5, p. 83]

Current scholars generally support the teaching of grammar communicatively, which emphasizes the use of grammar in meaningful contexts rather than rote memorization of rules because "This linguistic structure enables students to give form to their ideas, intentions and concepts." [3, p. 174]

Here are some of their views:

1. Grammar is a tool for communication. Grammar is a means to communicate effectively. Students need to learn how to use grammar in real-life situations, such as in conversations, writing, or presentations.

2. Contextualization is essential. Grammar should be taught in context to make it relevant and meaningful to students, providing opportunities for students to use grammar in role-plays, discussions, or simulations.

3. Attention to form and function. Grammar should be taught in a way that emphasizes both form and function. Students need to learn the rules of grammar, but they also need to understand how to use grammar to achieve communicative goals.

4. Error correction should be used sparingly. Error correction should not be the main focus of grammar instruction. Instead, students should be encouraged to take risks and use grammar in meaningful ways.

5. Teaching grammar should be interactive. Grammar instruction should be interactive and student-centered. Students should be actively engaged in the learning process through group work, pair work, or individual tasks. This allows them to practice using grammar in a supportive and collaborative environment.

Therefore, scholars support the teaching of

grammar communicatively as an effective way to develop students' language proficiency and communicative competence.

Highlighting previously unsolved parts of the overall problem. While there is a lot of debate in the field of language teaching about the best approaches to teaching grammar, some scholars have argued that communicative approaches to grammar instruction may not be as effective as more traditional methods.

One argument against teaching grammar communicatively is that it can be difficult to ensure that students are actually learning the grammar points they need to know. In a communicative classroom, the focus is often on using language in context and on communication, rather than on isolated grammar points. While this can be an effective way to help students develop their overall proficiency in the language, some argue that it may not be the best way to ensure that students have a solid understanding of key grammatical structures.

Another concern some scholars have is that communicative approaches to grammar instruction may not be suitable for all learners. Students who are highly analytical and who enjoy learning about language structure may benefit more from a more explicit, rule-based approach to grammar instruction.

Despite these concerns, it is worth noting that many scholars and practitioners in the field of language teaching do advocate for a communicative approach. This approach can help students develop their ability to use language in context and to communicate effectively, which are key goals of language learning. Ultimately, the best approach to teaching grammar may depend on the needs and learning styles of individual students, as well as the goals of the language program or course.

Presenting main material. There is a general consensus that grammar instruction should be integrated into meaningful communication activities and that learners should be given opportunities to use grammar in context to achieve their communicative goals. However, there is also ongoing debate about the best ways to achieve this goal and the role that explicit instruction and form-focused activities should play in communicative grammar teaching.

The approach of teaching grammar communicatively has its roots in the communicative language teaching (CLT) movement that emerged in the 1970s as a response to the perceived limitations of traditional grammar-translation and audio-lingual approaches. CLT emphasized the importance of communicative competence in language learning, which includes not only grammatical knowledge but also the ability to use language effectively in social contexts. Therefore, the approach of teaching grammar communicatively can be traced back to the 1970s when the CLT movement first emerged, and it has since been further developed

and refined by various scholars and educators in the field of language teaching.

Teaching grammar communicatively is an approach that focuses on using grammar in a meaningful context to enhance communication. This approach is based on the premise that language learners acquire language best when they use it to communicate effectively in real-life situations. The communicative approach to teaching grammar is based on the notion that language is not just a set of rules to be learned, but a tool for communication.

To teach grammar communicatively, teachers need to create opportunities for students to use language in a context that is relevant to their lives. This approach to teaching grammar is based on the idea that students will be more engaged and motivated to learn grammar when they understand its purpose and relevance. The main principles of teaching grammar communicatively are as follows:

1. Contextualization. Grammar should be taught in a meaningful context that is relevant to the students' lives. The context should be authentic and engaging to motivate students to learn.

2. Meaningful communication. Grammar should be taught as a tool for communication. Students should understand the purpose and relevance of the grammar they are learning and use it to communicate effectively in real-life situations.

3. Student-centered approach. Teachers should focus on the needs and interests of the students and tailor their lessons accordingly. Students should be given opportunities to express their opinions, share their experiences, and participate in collaborative activities.

4. Use of authentic materials. Teachers should use authentic materials that are designed for native speakers of the language. These materials should be interesting and engaging, and provide students with exposure to the language in a way that is relevant to their lives.

5. Task-based learning. Teachers should use real-life tasks as a way to teach grammar. Tasks should be designed to help students practice using grammar in a meaningful way and provide them with opportunities to use the language to solve real-world problems.

6. Role-play. Teachers should use role-play as a way to help students practice using grammar in a context that is relevant to their lives. Role-play allows students to practice using language in a simulated real-life situation and develop their communication skills.

By following these principles, teachers can create a communicative environment that encourages students to use grammar in a meaningful context. This approach to teaching grammar helps students develop their communication skills and promotes their overall language proficiency.

One way to teach grammar communicatively is to

use authentic materials. For example, teachers can use online newspaper articles, advertisements, TikTok educational videos, TV series, popular TV shows or songs in the target language to teach grammar. By using authentic materials, teachers can provide students with exposure to the language in a way that is relevant to their reality and current activities.

Another way to teach grammar communicatively is to use task-based learning. Task-based learning refers to the use of real-life tasks as a way to teach grammar. For example, students are asked to plan a trip to a foreign country and use the language they are learning to communicate with travel agents, hotel staff, and locals. By using task-based learning, students use grammar in a meaningful way.

Role-play is another effective way to teach grammar communicatively. Role-play involves students acting out real-life situations in which they use the target language. For example, teachers can ask students to role-play a job interview or a conversation with a friend. Thus, students can practice using grammar in a context that is relevant to their lives.

As part of the communicative approach to grammar learning, it is important for students to learn to apply grammar rules in practical situations, such as learning new vocabulary, composing a story, discussing a film or book. Students should learn grammar rules not only qualitatively, but also quantitatively, meaning that they should know not only the correct variant, but also various ways of using grammar.

Important elements of the communicative approach in learning English grammar include the use of communicative tasks that allow students to apply their knowledge of grammar in real communication situations, and the inclusion of grammar in context. This kind of learning is based on certain tasks that help develop and improve using the language while speaking. The task is the core idea as it gives the basis for the real-life situation where we need to know what and how to say. It is said that "a task is an activity or goal that is carried out using language, such as finding a solution to a puzzle, reading a map and giving directions..." [3: 224]

Task-based teaching is based on taking this into consideration and tailor the process to students' needs. "It is designed to produce learners who can use their English in the real world outside the classroom, even if that language is grammatically inaccurate." [6: 10]

One of the vivid examples of tasks with a communicative purpose is based on TBL. Here is a task-based learning (TBL) activity for teaching the past simple tense:

Title: My Childhood Memories

Level: Intermediate

Objective: To use the past simple tense to describe childhood memories.

Materials: Pictures of childhood activities, worksheet, writing materials

Procedure:

1. Warm-up: Begin by asking students to share a childhood memory with a partner. Encourage them to use the past simple tense to describe what happened.

2. Presentation: Show pictures of different childhood activities, such as playing with friends, going to school, or celebrating a birthday. Ask students to describe what is happening in the pictures using the past simple tense.

3. Task: Give each student a worksheet with prompts to guide them in writing about a childhood memory. The prompts could include:

- What did you like to do when you were a child?
- Where did you grow up?
- Who were your friends?
- What was your favorite childhood memory?

4. Pair work: Ask students to share their childhood memories with a partner. Encourage them to ask questions about their partner's memories and to use the past simple tense in their conversation.

5. Group work: Divide the class into groups of three or four. Ask each group to choose one childhood memory to present to the class. They should use the past simple tense to describe what happened and to share their memory with the class.

6. Feedback: After each group has presented, ask the class to give feedback on the use of the past simple tense. Encourage them to ask questions and to provide constructive feedback.

7. Reflection: Ask students to reflect on what they have learned about the past simple tense and how they can use it in their daily lives.

This TBL activity provides students with opportunities to use the past simple tense in a meaningful context. By sharing their childhood memories, they practice using the past simple tense to describe past events. They also engage in pair work and group work, which helps them develop their communication skills and encourages collaboration. Finally, the activity ends with a reflection, which encourages students to think about how they can use the past simple tense in their daily lives.

Conclusions. Teaching English grammar communicatively has numerous benefits for language learners. Here are some of the key advantages:

1. Increased motivation. Communicative language teaching (CLT) makes learning English grammar more meaningful and relevant to learners. By using grammar structures in real-life situations, learners can see the immediate benefits of their learning and are more motivated to engage with the language.

2. Improved communication skills. Learners learn to communicate their ideas and opinions effectively, using appropriate grammar structures, which leads to improved communication skills.

3. Enhanced accuracy and fluency. By focusing on the use of grammar structures in context, learners

develop a better understanding of how to use the language accurately and fluently.

4. Increased cultural awareness. CLT involves learning about the culture and customs of English-speaking countries and using it appropriately in different social situations.

5. Improved critical thinking skills. Communicative language teaching encourages learners to think critically and creatively, so that they are challenged to use the language in new and different ways.

Teaching English grammar communicatively has many benefits for language learners. It helps them to develop the skills and knowledge they need to communicate effectively in English and to use the language in meaningful and authentic ways.

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