

## COMMUNICATIVE GRAMMAR TECHNIQUE FOR PROMOTING STUDENTS' LINGUISTIC AND COMMUNICATIVE COMPETENCES

## МЕТОДИКА КОМУНІКАТИВНОЇ ГРАМАТИКИ ДЛЯ ПІДВИЩЕННЯ МОВНИХ І КОМУНІКАТИВНИХ КОМПЕТЕНЦІЙ СТУДЕНТІВ

*The article considers the importance of English language acquisition and the role of communicative grammar methodology in learning and achievement. Grammar instruction occupies a prominent role in various language teaching methods and approaches. The current challenge for researchers and teachers is to find a way to integrate grammar instruction and grammar practice with a communicative approach to teaching. The purpose of the research is to design practice activities for communicative grammar issues. According to the communicative teaching approach teachers devote a significant amount of classroom time to promoting communication among students.*

*The authors present a view of grammar that relates it to both language aspects and a psychological model of learning. The specific aspects of linguistic and communicative competences are examined. Attention is paid to the frame work identifying which of the three dimensions of the language-form, meaning or use-represent the greatest challenge for students. There are suggested some ways to improve students' proficiency in English using the three dimensional language structure. Teaching learning strategies for improving students' communicative skills based on attitudes and values are provided. Pragmatic aspect including social and linguistic discourse context is analyzed. Teaching grammar means enabling English language students to use linguistic form accurately, meaningfully and appropriately.*

*The article explores some issues involved in the teaching of Communicative grammar and gives a number of practical suggestions and useful resources for fostering students involvement. Communicative grammar tasks are a successful way to integrate communication and formal instruction to increase students' proficiency level and their experience with grammar structures.*

**Key words:** *communicative grammar, linguistic competence, communicative competence, semantics, approach, pragmatics.*

*У статті розглядаються деякі аспекти вивчення англійської мови з використанням комунікативності граматики для набуття мовних і комунікативних компетенцій.*

*Сучасна комунікативна методика пропонує широке впровадження активних методів і форм роботи для кращого свідомого засвоєння матеріалу. Головне завдання для викладачів полягає в тому, щоб знайти успішний спосіб інтеграції граматичних структур з комунікативним підходом до викладання. Метою дослідження є розроблення практичних завдань з комунікативної граматики. Відповідно до комунікативного навчального підходу, викладачі присвячують значну кількість аудиторного часу для заохочення спілкування між студентами. Викладання граматики має на меті надання можливості студентам, котрі вивчають англійську мову, використовувати мовну форму точно, свідомо й належним чином.*

*Розглянуто питання вивчення граматики англійської мови з урахуванням мовних аспектів і психологічної моделі навчання. Запропоновано методику викладання комунікативної граматики для вдосконалення комунікативних умінь студентів, що базується на психологічних поняттях відношення й цінностей. Значну увагу приділено практичному використанню моделі понятійних знань, яка визначає три аспекти мови – форму, значення та використання. Запропоновано тривимірну граматичну структуру для вдосконалення комунікативних умінь і навичок студентів. Автори статті зосереджуються на прагматичному аспекті соціального й лінгвістичного дискурсу. Пропонується низка практичних завдань для формування комунікативної компетентності студентів, поглиблення знань з граматики англійської мови, покращення професійних умінь і навичок іншомовного спілкування. Викладання комунікативної граматики із застосуванням сучасних методологічних підходів дає можливість викладачам англійської мови підвищувати ефективність навчального процесу й допомагати студентам розкривати свій фаховий і мовленнєвий потенціал.*

**Ключові слова:** *комунікативна граматика, мовна компетенція, комунікативна компетенція, семантика, підхід, прагматика.*

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**Slobodianiuk A.A.,**

Assistant Professor of the Foreign Languages Department of Vinnytsia National Technical University

**Rudnytska T.H.,**

Assistant Professor of the Foreign Languages Department of Vinnytsia National Technical University

**Target setting.** Grammar is central to the teaching and learning of languages and is considered to be one of the most difficult aspects of language. Teaching grammar has always been controversial point of language learning. A number of scholars present the history of language teaching and the role that grammar has played throughout it [2].

During the last decades major breakthrough has been made in the field of teaching learning strategies and cognitive development. The educators believe that applying communicative approaches to teaching grammar to acquire linguistic and communicative competences is a sufficient and necessary condition for successful language learning.

**Actual scientific researches and issues analysis.** For many years researchers and teachers such as D. Hymes, S. Krashen, D. Larsen-Freeman, have argued over the approaches to foreign language instruction beginning from the Analytic Grammar-Translation approach and the use-oriented direct method to Communicative Approach, the latter presenting grammar through the eyes of communicator and focusing on the use of grammar. According to the communicative teaching approach teachers devote a significant amount of classroom time to promoting communication among students.

A number of approaches are focused on developing linguistic and communicative competences of foreign

language learners. Linguistic competence refers to the ability to use language in a grammatically correct form. Communicative competence, a term broader than linguistic competence, consists not only of being able to use grammar correctly but also of knowing when, where, what to talk and in what manner. Communicative competence is the ability to use and understand language appropriately in a variety of situations [1, p. 129].

Communicative Grammar is a current direction in applied linguistic research. In Communicative approach communication is viewed as the goal of the second language instruction and language courses are not built around grammar but around pragmatic communicative function [2].

#### **Uninvestigated parts of general matters defining.**

Grammar instruction occupies a prominent role in various language teaching methods and approaches. The current challenge for researchers and teachers is to find a way to integrate grammar instruction and grammar practice with a communicative approach to teaching. Being proficient in a language implies knowing the grammatical structures and how to convey an appropriate message according to the situation, and to arrange language to convey a message.

Current teaching approaches recognize the importance of teaching grammar in context to see how a language item works within a conversation, piece of writing or setting.

Consciousness-raising is through to be one of the related aspects of teaching grammar in context. Consciousness-raising means making students aware of the properties of a certain grammatical feature by highlighting them on helping students to notice them in some way [3].

The experience shows that students, as a rule, demonstrate various levels of communicative competence, therefore, interacting with teachers and groupmates and using English language in a variety of ways for different aims, they acquire a better understanding of the process of communication.

**Research objective.** The purpose of the research is to design practice activities for communicative grammar issues of the use of Modal verbs in different grammar structures, Conditional sentences in particular. Such approach involves pragmatic ability of students to select the right structure or form of a structure for a particular context and thus use these structures in the communicative activity. Pragmatics may include social context created by speakers, their relationships and the setting or a linguistic discus context. It explains the reasons for a speaker's choice of a particular grammar structure or the form change of a particular linguistic structure. The learners realize communication as a process to be used for numerous purposes such as explaining, informing, expressing feelings, stating and justifying opinions, making suggestions, expressing probability,

certainty, necessity. The relevant use of Modal verbs in grammatical structures can help students form ability to communicate in the target language.

**The statement of basic materials.** The communicative competence model underlines that grammar instruction incorporating grammar teaching and learning in the target context helps students acquire the language more efficiently. Instructors teach students the grammar they need to know to accomplish defined communication tasks.

The approach to teaching grammar that meets the mentioned functions involves three dimensions of language: form or structure, semantics or meaning, and pragmatic use. Teachers can use Larsen-Freeman pie chart as a guide for developing activities that relate form to meaning and use [4, p. 280]. The frame work helps teachers to organize the facts and more easily identify which of the three dimensions of language represent the greatest challenge for their students. After mastering the dimensions by the learners the teacher finds out that it is the meaning dimension and the information enables teachers to focus on this particular aspect.

It is worth teaching grammar from these three perspectives. Let us take an example. A common aspect to be taught at undergraduate university level of English proficiency is modal verbs. The analysis of modals will be answers to the questions: How is it formed (form)? What does it mean (meaning)? Why is it used (pragmatics)? Considering the three questions one can state the following about modal verbs, that is the form – the use of modal verbs with Indefinite, Continuous, Perfect and Perfect Continuous Infinitive both Active and Passive; the meaning – ability, suggestion, advice, criticism, obligation, necessity; the pragmatics – informal discourse: giving permission, asking for advice, making suggestions.

Considering the use of modal verbs one should pay attention to formal discourse, for example: formal announcements (*may*), polite requests (*could, would*), asking for permission (*might*). Modal verbs *shall, may* seem to be more common in informal spoken discourse as opposed to more formal written discourse *could, might*.

It is the pragmatic where communicative grammar approach can be successfully applied to form communicative competence of university students. The students will be involved in selecting the right structure or form for a particular context in problem solving or role-play activity.

Analyzing the relationship of communication to attitudes and values we may select strategies for improving communication skills and habits being based, to a large extent, on our attitudes.

Attitudes are general tendencies of people to act in a certain way under certain conditions for example, a tendency to evaluate a person, thing or idea either favorably or unfavorably.

Values provide standards that guide actions, attitudes, comparisons or evaluation. They influence people's behaviour or communication using compliance – gaining strategies [5, p. 327].

Compliance-gaining strategies ranging from compliance to request play an important role in interpersonal behaviour and can successfully be used in the communicative phase of grammar lesson on the pragmatics of Modal verbs or Conditional sentences [5, p. 328].

The first strategy – direct request – contains no information in addition to the request, for example: “Will you take me to the airport?”

Exchange strategies compromise or negotiable for compliance “I will do this, if you do me a favour”. Such structures are worth practicing on the pragmatics of using Conditional sentences of different types with Modal verbs in Business English course for learners specializing in management and negotiations. Students are taught to work towards an agreement or contract through a series of proposals or offers and counter-proposals or counter-offers. Here there are some ways of making offers, for example: “If you offer more flexible payment conditions, we *might* consider paying a higher price”.

Another kind of compliance-gaining strategies to be taught to future managers is face-maintenance strategies that is emotion appeals revealing person's best qualities and showing respect for the partner. Face-maintenance strategy would be of use in the following structure with modal auxiliary, for example: “Since you have spent many years negotiating for several well-known multi-national companies, *will* you talk to our foreign partner for me?”

Other-benefit strategies give the impression that compliance will benefit people in some way. While summarizing the progress and confirming the points agreed reaching an agreement can be expressed in the way: “We think that this compromise *should* be to our mutual agreement”.

Applying language teaching approach to teaching Communicative grammar in proverbs, sayings, idioms and quotations promote successful language learning of Modal verbs. The task of the teacher is to suggest situation in which these structures can be used.

Many set expressions with the verb *can/could* are pragmatically specialized for expressing the speakers comment on the moment of what he is saying or what he hears or has heard, making the statement sound either more or less categorical, for example: “That's all I *can* say. It's far as I *can* see”.

Students can master structures pragmatically specialized for expressing the manner of the person's involvement in the action described or performing an intensifying function, for example: “*cannot help doing something*”, “*cannot but do something*”.

There can be suggested communicative activities to learn the tense and voice form of the infinitive

following the verb *must* in the proverbs and idioms, for example: “A full cup *must be carried* steadily. He *must have come out* of the Ark”.

Practicing the use of *may* expressing wishes and hopes, e.g. “*May you be happy!*” and expressions with concessive meaning, e.g. “*happen what may*” would be relevant in the setting explaining a speaker's choice of a particular grammar structure over another.

Relevant practice activities will provide students with an opportunity to use the structures they have been practicing in as natural way as possible thus resulting in students' finding ways to communicate and gain language proficiency. For example, a communicative activity which would fit with the lesson on the pragmatics of using modals for giving advice can be the task to write a reply to a letter of complaint. Teaching grammar means enabling English language students to use linguistic form accurately, meaningfully and appropriately.

**Conclusions.** A communicative grammar lesson gives students the opportunity to practice the target grammar item through specific communicative tasks and activities. The learners are taught grammar forms and structures in relation to meaning and use for communicative activity to be completed. It is worth considering students' proficiency level and their experience with grammar structures. The learners therefore should be provided with up-to-date and accessible resources to help them use the language they are learning.

The Communicative approach is the approach currently followed most widely in language teaching. The activities being examined in the article are referred to Communicative Grammar tasks designed for the practice of grammatical structures. The experience shows that Communicative Grammar tasks appear to be a successful way to integrate communication and formal instruction, possess the necessary criteria to be motivating classroom activities and have lasting effects on learning.

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