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ENGLISH SPOKEN GRAMMAR ENHANCING STUDENTS' COMMUNICATION

Summary. This article describes features of English spoken grammar that enhances communication of students at senior years of study. Grammar has had a bad press for many years. To many people, it is the boring subject done at school that consisted of learning parts of speech and parsing the fifteen types of adverbial clause. To language teachers, it is associated with the despised use of 'formal' grammar and the learning by heart of paradigms and rules with innumerable exceptions. Questions as "what is the importance of grammar?", "should grammar be taught?" or "how grammar should be taught?" have been mentioned in many discussions of language teaching method by linguists, educators and language teachers. Furthermore, grammar's role has been discussed in many language researches of linguists, and thesis and dissertations of linguistics and teaching language. A large number of people have wondered how a language could absolutely exist without grammar. Most of them thought that people might communicate with each other by a language without grammar rules or forms. Even after communicative methodology appeared in the 1970s, researchers of grammar had indicated that the grammar should be ignored in teaching language. However, recent studies showed that grammar instruction within communicative contexts could let learners gain high proficiency level, both in accuracy and fluency. Clearly, grammar plays an important role in the progress of language acquisition. In this paper, a report on the application of some ways to teach English spoken grammar for communicative purposes will be fully described. In the following article, I will note some grammar speaking activities associated with English language teaching in general.

Keywords: Grammar Teaching, Grammar Instruction, Communicative Language Teaching, Interaction, Communication.

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ГРАМАТИКА АНГЛІЙСЬКОЇ МОВИ ДЛЯ СПОНУКАННЯ МОВЛЕННЄВОЇ КОМУНІКАЦІЇ СТУДЕНТІВ

Анотація. В статті розглядаються особливості граматики англійської мови, що спонукає студентів старших курсів до спілкування іноземною мовою. Для багатьох людей граматика англійської мови зі шкільних років запам'яталася нудною, бо на заняттях вивчалися частини мови та п'ятнадцять часових форм. А для більшості викладачів англійської мови вона асоціюється з зневажливим використанням «формальної» граматики і навчанням за принципом парадигм та правил із незліченними винятками. Лінгвістами та викладачами часто задаються для дискусії викладання іноземної мови такі питання, як:«Яка важлива частина в граматиці?», «Чи повинна вивчатися граматика?», «Як саме повинно навчати граматиці англійської мови?». Велика кількість людей задавалися питанням, як мова може існувати без граматики. Більшість з них вважала, що люди можуть спілкуватися один з одним мовою без граматичних правил або форм. Навіть після того, як комунікативна методологія з'явилася в 1970-х роках, дослідники граматики вказали, що граматику слід ігнорувати в мові навчання. Проте нещодавні дослідження показали, що граматичне навчання в комунікативних контекстах може дозволити студентам отримати високий рівень кваліфікації, як у правильності висловлювання, так і у вільному спілкуванні. Зрозуміло, граматика відіграє важливу роль у просуванні мови. У даній роботі буде описано застосування деяких способів викладання англійської граматики для комунікативних цілей. На відміну від письмової англійської мови, розмовна англійська мова зазвичай є спонтанною, незапланованою і є в режимі реального часу без можливості редагування. Ця спонтанність створює деякі особливі риси, бо спікери мають справу і пристосовуються до тиску у реальному часі, що призводить до «покрокового збору» мови. Крім того, мова зазвичай відбувається віч-на-віч, в результаті чого виникають інтерактивні ситуації з «спільним контекстом». Таким чином, природа і особливості самого розмовного спілкування англійською мовою призводять до декількох чітких граматичних особливостей розмовної англійської мови, оскільки оратори намагаються виконати міжособистісні та інтерактивні функції розмовної мови в реальному часі.

Ключові слова: викладання граматики іноземної мови, граматичні інструкції, комунікативне навчання англійської мови, взаємодія, комунікація.

Problem statement. Language is useful as humans' tool communicate to deliver opinion, idea and all of their thinking to others. Language is the system of sounds and words used by human to express their thoughts and feelings, the particular language system used by a people or nation, a particular way or style of speaking or writing. In globalization era, English language is very important. So, mastering English language skill is very important to explore the ability in English as an international language.

Grammar teaching in the foreign language classroom has constituted an important and debated issue for the last fifty years. In the history of language teaching, the role of grammar has been addressed by a number of linguistic theories, methodologies. The way grammar is considered has a direct and decisive influence on pedagogical grammars, learning processes and many other areas involved in foreign language teaching. Grammar, as a subsystem in a network of other linguistic sub – systems and sub-skills, has been attached different roles in the language classroom, reaching little consensus, not only about the particular items to be taught, but about when, or how, or even where to teach or learn.

РОЗДІЛ 3. ДОСЛІДЖЕННЯ У СФЕРІ АНГЛІЙСЬКОЇ МОВИ ПРОФЕСІЙНОГО СПРЯМУВАННЯ: ЛІНГВІСТИЧНІ ТА ПЕДАГОГІЧНІ АСПЕКТИ

Recent research and publications. In the past, teaching grammar had been central to and often synonymous with teaching foreign language for the past 2500 years. However, with the advent of communicative language teaching, the necessity of grammar instruction has become the center of an ongoing debate.

Although many grammatical features of everyday, unplanned conversation are judged incorrect by standards of written English, these features of natural conversation should not be considered incorrect deviations from standard English [2, p. 155; 3, p. 362]. Unlike written English, spoken English is usually spontaneous, unplanned, and produced in real time with no opportunity for editing. This spontaneity produces some distinct features, as speakers deal with and adapt to the pressures of "real time processing," resulting in a "step-by-step assembly" of speech [3, p. 363]. In addition, speech usually occurs face-to-face, resulting in highly interactive situations with a "shared context" [3, p. 363]. Thus, the nature and characteristics of conversational English itself lead to several distinct grammatical features of spoken English as speakers try to fulfill the interpersonal and interactive functions of spoken language in real time. Not learning features of spoken grammar can impede students' ability to speak English fluently and appropriately [8, p. 138].

The purpose of the article is to outline key issues and considerations of English spoken grammar for teachers wanting to incorporate spoken grammar activities into their own teaching and also focuses features of spoken grammar, with practical activities and suggestions for teaching them in the language classroom. It is hoped that this discussion of spoken grammar and its place in foreign language instruction, along with the activities, will encourage English-language teachers and textbook writers to incorporate more elements of spoken grammar into their own curricula.

Presentation of the main material. In the history of language teaching, plenty of teaching methods applied in grammar teaching are Presentation-Practice-Production (PPP), Communicative Language Teaching (CLT), etc. The term Communicative Language Teaching refers to classroom language teaching for communicative goals in which communicative competence in target language is addressed. Communicative competence is in difference from grammatical competence. Grammatical competence refers to utilization the language knowledge learnt (tenses, parts of speech, clauses, sentence patterns, etc.) to build sentences or complete grammar tasks, whereas communicative competence implies the ability of generating aspects of language knowledge as follow: the capacity of use language knowledge for different purposes and functions; diversifying language based on different settings; comprehending many types of language text in different contexts; producing many types of language text; and especially the ability of maintain communication in spite of limitation of language knowledge. In accordance to Chomsky's, the term "communicative competence" refers the ability of use language in social contexts, and the speaker's adjustment of language in such a way that appropriates to social notions [4, p. 55].

The most important thing of the Communicative Language Teaching method is that learners are encouraged to speak in English as much as possible. They may get stuck or mistakes while saying, but it is not important even are fostered to make mistakes because the teacher as a supporter always corrects mistakes by students during the progress of teaching and learning.

With the advent of communicative language teaching, the necessity of spoken grammar has become the center of an ongoing debate. The role of grammar in the classroom had moved from a position of central importance to that of an "outcast", and is now being brought back into the classroom to aid students' communicative competence. In fact, in any case, it's clear that on one should dismiss grammar altogether, because there is no empirical evidence that to do so is ultimately more beneficia lto foreign language learning. Instead, by forcing students into communication tasks beyond their grammatical competence would encourage pidginization and premature fossilization in the process of foreign language acquisition.

Although many grammatical features of everyday, unplanned conversation are judged incorrect by standards of written English, these features of natural conversation should not be considered incorrect deviations from standard English [2, p. 142]. Unlike written English, spoken English is usually spontaneous and unplanned and produced in real time with no opportunity for editing. This spontaneity produces some distinct features, as speakers deal with and adapt to the pressures of "real time processing," resulting in a "step-by-step assembly" of speech [3, p. 363]. In addition, speech usually occurs face-to-face, resulting in highly interactive situations with a "shared context" [3, p. 363]. Thus, the nature and characteristics of conversational English itself lead to several distinct grammatical features of spoken English as speakers try to fulfill the interpersonal and interactive functions of spoken language in real time. Not learning features of spoken grammar can impede students' ability to speak English fluently and appropriately [8, p. 139].

Pedagogical issues include:

1. Using Authentic Spoken Texts

Numerous researchers note the artificiality of textbook dialogues and emphasize the need to develop and analyze larger corpora of spoken data to be used in the language classroom [6, p. 775, 9, p. 684]. Indeed, Cullen and Kuo's survey of 24 mainstream English language teaching textbooks found that coverage of spoken grammar was inadequate and incomplete, and that there was an emphasis on phrasal chunks over syntactic structures common to conversation, which were either ignored or confined to advanced levels [3, p. 372]. Ruhlemann echoes this sentiment, claiming, "the type of 'conversation' most textbooks present cannot serve as a reliable model for the teaching of conversation" [9, p. 683–684]. It is clear that learners must be exposed to spoken dialogues – whether they are authentic or specially constructed – that include common features of spoken grammar that are so often missing in ELT textbooks. This means that teachers assigned to teach inauthentic materials may need to supplement textbook activities with authentic video, radio, and other audio materials to expose students to elements of spoken grammar.

2. Identifying when to Teach Spoken Grammar

Because of spoken grammar's function in conversation and frequency in corpus data, a number of researchers recommend teaching it in all language classes. Indeed, McCarthy emphasizes the importance of teaching spoken grammar. Language pedagogy that claims to support the teaching and learning of speaking skills does itself a disservice if it ignores what we know about the spoken language. Whatever else may be the result of imaginative methodologies for eliciting spoken language in the second-language classroom; there can be little hope for a natural spoken output on the part of language learners if the input is stubbornly rooted in models that owe their origin and shape to the written language. Therefore, we believe it is timely to consider some of the insights a spoken corpus can offer, and to attempt to relate them more globally to the overall problem of designing a pedagogical spoken grammar.

In other words, it does not make sense to emphasize spoken communication and communicative language teaching while refusing to acknowledge or teach important differences between spoken and written language. This implies that spoken grammar should be taught in all contexts in which understanding and producing spoken language is a goal of second language teaching.

Similarly, Mumford argues that all students, regardless of likely interaction with native speakers, can benefit from learning some spoken grammar features. He identifies forms related to fluency, such as fillers, heads, tails, ellipsis, and phrasal chunks, which allow students to adapt to the pressures of real-time communication and speak more fluently and efficiently [8, p. 140]. Furthermore, surveys show that teachers generally support instruction of characteristics of spoken grammar, although this support can vary depending on the specific feature. For example, a survey by Timmis shows that teachers feel students need to at least be exposed to features of spoken grammar, and Goh's survey shows that teachers feel spoken grammar knowledge is useful for raising students' awareness of spoken and written language [5, p. 305; 10, p. 240]. If the ability for students to understand spoken English is a goal of language teaching, spoken grammar should be taught in the language classroom.

3. Noticing vs. Producing Spoken Grammar

Another consideration when teaching spoken grammar is whether students should be required only to notice spoken grammar characteristics or whether they should be encouraged to incorporate features of spoken grammar in their language production. McCarthy and Carter advocate a "three I's" methodology when teaching spoken grammar. The "three I's" stand for illustration, interaction, and induction, where spoken data is first presented, spoken grammar is highlighted, and learners are then encouraged to draw their own conclusions about and develop their capacity to notice features of spoken English [2, p. 147]. Timmis recommends using four types of tasks when teaching characteristics of spoken English: cultural access tasks, global understanding tasks, noticing tasks, and language discussion tasks [10, p. 241]. Both of these approaches to teaching spoken English emphasize noticing and awareness-raising activities rather than production activities.

On the other hand, Cullen and Kuo and Mumford emphasize the need for learners to not only notice and analyze features of spoken grammar, but also to produce these features in their own speech. As Cullen and Kuo note, because features of spoken grammar serve important communicative functions "relating to the unplanned, interactive, and interpersonal nature of conversation," they "cannot simply be covered by more conventional structures" [3, p. 382]. It would seem that the most useful approach would be to select specific features of spoken grammar for students to notice or produce depending on the students' specific situation and needs.

Even among researchers who advocate teaching specific characteristics of spoken English to English as foreign language students, there is no consensus on the approach teachers should adopt or the extent to which they should teach features of spoken grammar.

We outline three pedagogical issues for teaching spoken grammar:

1. the need for authentic materials,

2. the necessity of teaching spoken grammar for developing students' spoken communication skills in all contexts,

3. the question of whether to teach production or to focus on the recognition of spoken grammar characteristics.

Teachers who want to incorporate spoken grammar activities into their own classes must consider these issues in light of their own specific teaching contexts.

Activities for Teaching Spoken Grammar

Since characteristics of spoken grammar serve important interpersonal and communicative functions that help speakers deal with the interactive and real-time nature of conversation, it is critical to incorporate their instruction in communicative language class contain inauthentic texts lacking many features of spoken grammar and usually do not explicitly address numerous features of spoken grammar, many language teachers struggle with teaching them. The activities should focus on raising awareness of spoken grammar, practicing spoken grammar features, utilizing authentic materials, and using explicit instruction and discussion to sensitize students to varying degrees of appropriateness in different social contexts.

Here are some examples of grammar speaking activities:

A. Picture Sentences

Procedure:

1. Divide the class into groups of three or four. Give each group the same picture, or put it on an overhead.

2. Instruct the groups to describe the picture in as many sentences as possible in the time allowed, using the proper Tense. The sentences must be grammatically correct and accurately depict what is happening in the picture.

3. Each group reads its sentences or writes them on the board. The group with the most correct sentences wins.

Variation: Give each group a different picture.

B. Short Answers

Procedure:

1. Divide the class into pairs or groups of three or four. Have each group write five short answers on a piece of paper.

2. The groups exchange papers with another pair or group and then create questions for their answers.

3. Return the papers to their originators and have the group or pair that created the answers now check that the questions written by the other group or pair are good matches for their answers.

C. Error Analysis Draw

Procedure:

1. Divide the class into two teams. Have them stand or sit on opposite sides of the room. If your class is large, you can divide the class into several teams.

2. A student from the first team comes to the front of the class and selects a strip. He or she reads the strip aloud and decides if the sentence is correct or incorrect. If it is incorrect, the student must correct it.

Note: It is probably best not to let the team help, but if you are using small teams or want more interaction, you can have the team discuss the sentence. For scoring purposes, accept only the answer given by the student who selected the strip.

3. If the sentence is correct and the student says so, the team receives a point. If the sentence is incorrect and the student correctly identifies it as such, the team receives a point. The team receives one more point for correcting it. If the student identifies a sentence as incorrect but fails to provide an accurate correction, the other team (or next team if you have more than two) can "steal" a point by correcting the sentence. That team then takes the next turn.

D. Question and Answer Practice

Procedure:

1. Before class, write one note card per student. Each note card should have a subject (person) and a time expression.

Examples:

2. Have students sit in a circle. Hand out the note cards and give everyone a minute or two to think about the question they will ask, using the information on their note card. For example, if a note card says "Your friends / last night," possible questions include What did your friends do last night? And Did your friends do the homework last night? Any grammatical question is acceptable as long as it uses the words on the card.

3. After giving everyone a minute or two, choose one student to begin. That student chooses any other student in the class and asks his question. The asker must address the answerer byname and ask the question. The answerer replies in any logical way, using the correct tense. The asker then accepts the answer if correct, or asks for clarification if he detects an error. The answerer then becomes the asker and chooses another student in the class to direct his/her question to.

Variations: This activity can be used to practice only one tense at a time, or it can be used as a review of many tenses. It becomes a real listening activity when students are reviewing several tenses and must listen for clues to past, present, or future. Students can also be given an answer card. On the answer card is only a verb in the simple tense. The student answering has to use that verb in his/her answer in the appropriate tense.

Conclusion. A major goal of communicative language teaching is to develop students' abilities to communicate in meaningful contexts. This article has outlined specific features of spoken English grammar and shown their usefulness in meeting the demands of interactive, real-time conversation. As Basturkmen points out, recent communication methodologies often focus on "activities to get students to speak, rather than on providing them with the means to interact" [1, p. 5]. It only makes sense, then, that in order for our students to communicate effectively in spoken English, they need to both recognize and use these features of spoken grammar. For teachers who find that ELT materials lack activities for teaching spoken grammar, this article outlines some activities for teaching features that contribute to the development of fluency by allowing students to adapt to the pressures of real-time communication.

With English increasingly being used to communicate in international contexts, it is more important than ever that students be taught conventions and features of spoken English that will allow them to become effective communicators. Any teacher who advocates a communicative language teaching approach should also support specific instruction and practice of select features of spoken English, which allow students to cope with the pressures and interactive nature of English conversation.

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