**Ministry of Science and Education of Ukraine**

**Terebovlya Methodological Cabinet**

**Teaching English Grammar for Communication**

Lyubov Pastukhevych

a teacher-methodologist

Of Mykulyntsi secondary school

Terebovlya district

Ternopil region

**Mykulyntsi 2016**

**Teaching English Grammar for Communication**

At the present stage of Ukraine’s development the knowledge of modern European languages is of vital importance.

The main aim of teaching a foreign language at school is directed not only towards learning the language but there is an explicit focus on creating a perfect communicative competence that will help students in their further life.

An outstanding methodologist A.N. Shchukin defines language or linguistic competence as a certain system of knowledge about a language.

According to all European Recommendation of linguistic education, a linguistic competence embraces lexical, grammatic, semantic, phonological, orthographic and orthoepic competences.

Communicative competence is realized through language knowledge, i.e. after mastering all those aspects of a linguistic competence.

As follows from the experience it is impossible to achieve the highest level of communicative competence in any language without profound knowledge of its grammar.

The two components of grammatic competence are knowledge and grammatic skills of speaking.

The knowledge of any grammatic structure means learning its form, meaning, usage, function.

Teaching English grammar at a comprehensive school is aimed at obtaining certain grammatical skills:

* the receptive skills while listening and reading;
* the reproductive ones while speaking and writing.

As far as the English grammar is concerned, it is rather complicated and it requires much time, effort and persistence to master it.

There also exists such a term as Pedagogical grammar. It corresponds with the tasks of mastering a language as a mean of communication; takes into consideration the psychological regularity of language learning process, some peculiarities of certain communicative skills formation.

There are two approaches to creating a grammatic competence: implicit and explicit. The implicit approach (i.e. without any rule explanation) is based on situations, pictures, tasks and is introduced through structural and communicative methods.

The explicit approach is based on the usage of deductive method (i.e. from rules to examples and exercises) and the inductive method (i.e. from examples and exercises to the filling of the rules and the usage tables by the students themselves).

At different stages of teaching English grammar at school we widely use differential or individual approach:

* the inductive method for young learners,
* both the inductive and the deductive ones in basic school,
* and only the deductive method in high school.

Authentic grammar books are very efficient as they help learners to understand English grammar structures through comprehensive theory tables and functional examples accompanied by a wealth of attractive photographs and illustrations.

In each module a typical Grammar Focus unit presents the first grammar point by means of visual prompts in a short text or other meaningful context;

***Learn this!*** boxes present key information in a clear and concisive form.

***Look out boxes!*** appear wherever necessary and help students to avoid common errors.

* numerous exercises, guided drills, speaking and writing activities lead to more open oral and written practice and enforce students linguistic competence;
* the final speaking activity allows students to personalize the new language;
* there are the lesson links to the Grammar builder at the back of the book, which provide extra practice and grammar reference;
* there is a revision box to consolidate the material presented in previous units.

Modern grammar books adhere the principle that every grammatic structure should be first read of heard, then practiced in oral and finally in written speech through a variety of enjoyable and useful activities, widely using the step-by-step approach of three Ps: presentation, practice and progression.

It’s suitable for mixed-ability classes and offers achievable goals.

The grammar presentation is often interactive. Senior pupils have to complete tables and rules helping them to focus on the learning structure.

The research proves that there are no two school or even two classes identical. That’s why all the authentic grammar books are designed to be flexible, i.e. the teacher should choose the tasks which best fit his/her students’ need and their progress in mastering the target language.

**Teaching grammar. Methodological recommendations.**

1. ***The concept is important.*** Do not rush from the presentation to the practice before the students have finally absorbed the meaning of the new language.
2. You can check that they truly understand a new structure by:

* Asking them to translate examples into their native language;
* Asking them to fill in the tables with forms, rules of using, time expressions;
* Talking about the practice activities as you do them;
* Asking students to explain their answers;
* Looking beyond incorrect answers : they may be careless or they may be the result of misunderstanding;
* Contrasting new structures with language they have already known.

1. ***Practice makes perfect.*** Use the activities in the Grammar Builder, Grammar Book, the photocopiables, the Workbook, ebooks and on ITools as much as possible.
2. ***Progression .***

* Mechanical practice should come before personalized practice. This allows students to master the basic form and use it first without having to think about what they are trying to express at the same time;
* Each practical activity should be interesting, engaging, stimulating and motivate students for communication where they have to maintain the interaction as much as possible, take turns in the information exchange either personal of factual, negotiate, prove their own points of view, etc.
* In writing students should demonstrate the ability to use their written language skills grammatically correct and effectively.

Now, let’s go to the practical part of our seminar. I’ll share my own experience of teaching grammar at primary, basic and high school.

The young learners usually practice the form of any grammar structure, imitate it in songs and games and then personalize it.

In basic school the pupils learn the form, the meaning and the usage of any grammar structure in listening, reading, writing and speaking.

In high school student learn, practice, compare, systematize, generalize and sum up the grammar material doing a great variety of more complicated exercises.

**Appendix 1**

***Teaching English grammar at primary school.***

Class 4. High Fly 3.

Present Simple : positive, negative and questions.

1. Presentation (tales).
2. Practice (a song, a game “Guess what I do”).
3. Progression (personalization).

**Appendix 2**

***Teaching English grammar at basic school.***

Class 7. Access 2.

“Will” for prediction.

Speaking activity “Global warming – global changes”.

**Appendix 3**

***Teaching English grammar at high school.***

Class 10. Access 4.

Present Perfect Simple vs Present Perfect Continuous.

Activities for mastering the tenses.