



Teaching grammar through communicative language teaching

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ABSTRACT

Learning the English Language is necessary to communicate with each other. This paper is aimed to propose some communicative strategies to motivate the students' interest in learning grammar and to apply the knowledge of grammar in the real world situation. Grammar has been taught since in high schools. But students forget easily and find it difficult to apply what they have learned in real situations up to now. So it is important to have communicative competence in learning grammar. The students in the realm of higher education think that they have already known the forms and uses of grammar. In fact, they do not realize that they often make mistakes in writing a sentence and speaking. In addition, students are not interested in doing exercises on grammar such as filling in the blanks, multiple-choice, matching, questions and answers. So to arouse students' interest and to teach grammar communicatively, appropriate techniques among various methodologies should be used and adopted in English Language Teaching according to the needs and interests of their students. To create this situation, the communicative language teaching strategies are emphasized and communicative activities are added in accordance with the necessities of teaching situation.

Keywords— Grammar, Interest, Motivation, Communicative, Techniques, Competence

1. INTRODUCTION

In teaching English as a foreign language, the study of grammar alone is not enough to understand language acquisition. It is necessary to consider not only how the learners acquire grammatical competence, but also how they learn to communicate, that is how they develop communicative competence.

Communicative strategies enable the teachers to create opportunities for the students to use language in situations as close to real life. It makes the learners consider language not only in terms of its structures (Grammar and vocabulary) but also in terms of the communicative functions that it performs. Using Communicative Approach makes the teachers more strongly aware that it is not enough to teach learners how to manipulate the structures of the foreign language. They must also develop strategies for relating these structures to their communicative functions in real situations and real-time. It is important to develop the learners' ability to take part in the process of communicating through language, rather than with the perfect mastery of individual structures

Awareness of teaching is empowering. The more interest teachers have in gaining awareness of how they teach, the more chances they will have to direct their teaching towards successful student learning. So in order to make students addict to learning grammar, be able to use correctly that they have learned, and have communicative competence, one essential thing is to train them to be in touch with grammar communicatively by creating natural situation using authentic materials.

2. THE ROLE OF GRAMMAR IN LANGUAGE TEACHING

Grammar is the science that teaches the proper use of letters, syllables, words, and sentences, or treats the principles and rules of spoken and written language. Acquisition of grammar involves explicit knowledge of grammatical concepts, categories, and rules. The role of grammar, or formal accuracy, has been a major concern in English Language Teaching in recent years and a number of issues are addressed in designing courses and classroom activities for learners.

The object of grammar is to teach those who use the English Language to express their thoughts correctly either in speaking or writing. In teaching language as the role of grammar, there are three areas to be considered: grammar, as a rule, grammar as forms, and grammar as resources. Grammar is one of many resources in language which helps to communicate.

Without any teaching of grammar, learners are not able to construct a sentence or to choose the words which ought to be placed. Hymes (1972) proposes that language should be taught in communicative situations in order for learners to achieve communicative competence. Communicative competence is concerned not only with what is grammatical but what is appropriate in a given social situation. Without a complete knowledge of significant grammatical facts, learners are bound to have difficulty giving exact expression to their thought. So learners need to become acquainted with certain principles and rules.

A broader conception of grammar includes not only a description of the rules for "well-formedness" but also rules specifying the relationship between grammatical forms and the real world".

2.1 Communicative Grammar

Communicative grammar means being able to appreciate the relationships among units, rules, classes, and structures within the grammar code itself and between them and their functions. According to Chomsky (1979), communication is by no means

the only function of language but also the development of understanding. The systematic nature of communicative grammar is extremely important. An important part of communicative grammar is knowing the appropriate choices according to the situation the learners are in. If it is communication in speech, the choice of grammar will often be different from the choices of grammar in writing. So in the communicative system, to use a language properly, learners have to know the grammatical forms and structures and their meaning but they also have to know what forms of language are appropriate for a given situation. "People who are communicating effectively with language must be following rules, even if those rules are not universally approved" (Leech et al 1982).

Grammatical structures are systematically related to meanings, uses, and situations. In this way, grammar acts as a communicative system in language learning and learners can be expected to improve and extend their range of competence and their use of communication strategies in language. The goal of communicative grammar is to explore and to formulate the relations between the formal events of grammar (words, phrases, sentences, and their categories and structures) and the conditions of their meaning and use.

3. LITERATURE REVIEW

3.1 Communicative Language Teaching

Communicative Language Teaching emphasizes the importance of structure and vocabulary but preparation for communication will be inadequate if only these structures are taught. Studying them enables students to know the rules-language usage, but they will not be able to use the language. To communicate, people use the language for the functions, such as agreeing, disagreeing, asking for permission or promising. Moreover, people carry out these functions within a social context. Therefore, to have some knowledge of target language forms, meaning, and functions in negotiating to mean, communication is put into practice in the Communicative Approach.

The goal of the Communicative Language Teaching is to enable their students to become communicative competent. Communicative competence involves being able to use the language appropriate to a given social context. In this approach, the teacher is a facilitator of his students' learning and a manager of classroom activities. To establish situations likely to promote communication, as an advisor, co communicator, the teacher's role is less dominant than in a teacher-centered method. So students are more responsible managers of their own learning. The most obvious characteristics of the teaching-learning process are that almost everything is done with a communicative purpose. Students use the language a great deal through communicative activities such as games, role-plays, and problem-solving tasks. Another characteristic is the use of authentic materials. By using authentic materials, students have an opportunity to know the actual language used by native speakers. Activities have to be carried out by students in small groups. Students will be more motivated to study a foreign language since they will feel they are learning to do something useful with the language they study. Teachers give students an opportunity to express their individuality and feel more secure with the foreign language. This enhanced cooperative interactions with their fellow students and the teacher.

In this approach, language functions are emphasized over forms. A functional syllabus is used. Forms are presented at first. When students get more proficient in the target language, the functions are reintroduced and more complex forms are learned. In this

approach, students work on all four skills from the beginning. Students can have limited linguistic knowledge and still be successful communicators.

3.2 The Concept of Communicative Competence

Communicative competence is the goal of language learning, the primary principle is to help the students learn the language by using it. "Communicative competence is the knowledge how to use language appropriate to a given social situation" One important aspect of communicative competence is the ability to find language which will convey an intended meaning effectively in a specific situation. To achieve communicative competence, it needs to consider grammatical competence as grammatical competence is one of the competence that makes up communicative competence. According to Edelman (1987), without some degree of grammatical competence, there can be no communication. Communicative competence certainly requires more than knowledge of surface features of sentence-level grammar". It is true that students cannot achieve communicative competence without the necessary language skills. Making students learn the target language through real, authentic and appropriate situation helps them have confidence to face unpredictable situation that they would face in their daily everyday life.

3.3 Characteristics of Communicative Competence

Communicative competence is defined by different theorists from different views but related perspective, the characteristic of communicative competence can be drawn. Saving designs of these characteristics:

- Communicative competence applies to both spoken and written language, as well as too many other symbolic systems.
- Communicative competence is a dynamic rather than a static concept. It can be said to be "interpersonal" rather "than intrapersonal"
- Competence is relative, not absolutely, depends on the cooperation of all the participants involved. It makes sense, then to speak of "degree" of communicative competence (Savignon, 1983)

4. COMMUNICATIVE CLASSROOM ACTIVITIES

By using the communicative approach, additional communicative activities are added to the teaching of grammar. With the help of communicative activities, the students are much more able to memorize and apply the grammar learned in a correct way than usual. In the Communicative Approach, communicative activities such as role-play, information transfer, group work, pair work, etc. should be carried in order to maintain their interest and personal involvement with the purpose of stimulating real conversation. There are various types of exercises and activities in communicative approach which "help students to achieve the communicative competence and engage learners in communication" (Richards, 2001). Using activities will:

- Improve their accuracy in speech and writing
- Learn to correct their own errors
- Extend their range of expression
- Use English more creatively in communicative activities and tasks

4.1 Sample Activity I

These activities help students to practice present continuous and present simple tense as pair work. It is an effective way to focus their attention on the correct use of tenses. The teacher introduces the activity by asking the class about the different things they would expect to see and brainstorm a list of nouns/verbs and write these on the board.

Find the Differences



Fig. 1: Sample activity I

4.2 Sample Activity II

This activity emphasis on teaching past perfect tense which is used to show that something happened before a specific time in the past. To teach this tense communicatively the teacher gives students a day of her diary of daily event.

Table 1: Sample activity IIDate

1-4-2017	Day: Saturday
Time	Things to do
7:30 - 9:00	Get breakfast, send niece to the swimming pool
9:30 – 11:00	Housework
11:00 – 1::00	Shopping with a friend
1:00 – 2:00	Lunch with family
2:00 – 4:00	Go to British Council
4:00 – 6:00	Work with computer

The teacher asks the students to make conversation as a pair work or write down what she did on that day. First, the teacher monitors with a student asking a few questions.

Teacher: Had your teacher got breakfast by 7:00?
 Student: No, she hadn't
 Teacher: Had she sent her niece to swimming pool by 9:00?
 Student: Yes she had.

After that, the students carry on the conversation as pair work. The teacher asks students to write down the schedule of a previous day what they had done, to exchange it and make a

conversation each other using the past perfect tense. So the students get the concept of the tense used for action previous to and affecting a nominated time in the past

4.2.1 Findings: According to the communicative approach using communicative activities, the anxieties and error of the students decreased and motivated them to participate in any conversational situation. The ability to apply what they learn in real-life situation increased.

5. CONCLUSION

This paper is an attempt to develop the students' concept of using grammar through Communicative Language Teaching with the suggested activities. Without the knowledge of grammar, students cannot develop accuracy or fluency in writing as well as speaking. Students should be trained to take interest in learning grammar and guided to be able to use the knowledge they gained in the class as well as outside the class. Moreover, nowadays, the aim of teaching language has shifted to communicative approach. So students need to be trained to have communicative competence in the class and the formal teaching method needs to be changed into the better and more interesting approach. By means of Communicative Language Teaching, students can learn grammar communicatively. Some suggested Communicative activities have been proposed to stimulate students' interest more, to deter rote learning and raise students' motivation.

6. REFERENCES

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