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## TEACHING GRAMMAR ON ESP CLASSES

*The article deals with teaching grammar on English for specific purpose classes at those higher educational institutions that do not have languages as their majors. The author points out that textbooks in English for specific purposes do not contain any grammar materials or cover just main points paying little attention to grammar practice. Some of them has grammar references where students can learn some basic information about grammar structures but there are no practical activities. The article emphasis that nowadays communicative approach is prevailing so teaching grammar should be based on it as well. The formation of students' grammar skills is a burning problem, as it requires an integrated approach. The author underlines that the communicative goal of learning grammar allows forming the basic requirement for grammatical material to be mastered: it must be sufficient for the use of language as a means of communication and real for learning within the program. Grammar skills are components of different types of speech activity, and therefore they differ depending on the type of speech communication. Studying grammar helps to systematize students' knowledge. However, grammatical rules must be understood, so a communicative principle forms a habit and gradually it becomes automatic. The author proposes a rough plan how to work with grammar topics based on texts on ESP classes which consists of the chain of logically and methodically connected activities aimed at efficient and lasting acquisition of knowledge. The author concludes that such grammatical drillings will be of great help in ESP classes because it does not only help to introduce a grammar topic and to revise vocabulary but to motivate students making their conclusions, develop critical thinking, make them using grammatical and lexical materials together that allows getting fluency and accuracy.*

*Keywords: teaching, grammar, higher educational institutions, English for specific purpose, communicative approach, drilling, activities.*

**The statement of the issue.** Teaching ESP is not doubt has its own peculiarities. It is obvious that on ESP classes teachers provide and introduces new vocabulary, improve writing and speaking skills, do listening and reading activities.

As a rule, textbooks in English for specific purposes do not contain any grammar materials or cover just main points paying little attention to grammar practice. Some of them has grammar references where students can learn some basic information about grammar structures but there are no practical activities [6, p. 615].

**The analysis of relevant research.** The history of teaching methods of foreign languages, grammar in particular, is most fully researched and described by I. Rakhmanov, K. Ganshin, I. Gruzinskaya, V. Rauschenbach, N. Gez, Yu. Zhlugtenko, R. Kuznetsova, S. Folomkin, Z. Tsvetkova, etc. Among foreign researchers there are works of Ch. Lowe, J. Richards and T. Rodgers, D. Hymes, etc. Grammar is understood differently, it plays a different role not only in teaching native or foreign languages, but also in the education system of individual countries.

Nowadays communicative approach is prevailing so teaching grammar should be based on it as well. Let's take a look at it.

In more general terms, we can speak of communicative language learning as one that recognizes learning as a communicative competence that is its main goal. Such language

learning differs from more traditional approaches, which focus on the study of structural competence in foreign language learning [4, p. 5].

D. Hymes stated that communicative competence is the most general term for defining a person's abilities. He underlines that competence depends on knowledge of the language and the ability to use it depending on the situation.

There are several sectors of communicative competence: 1) competence as grammar; 2) competence as the correspondence of contexts; 3) competence as an acceptable use; 4) competence as performance [3, p. 270].

The problem of communicative competence is considered through a communicative approach to language learning. K. Johnson – British methodist, noted that there are two communicative approaches to learning a foreign language: 1) perfect organization of the curriculum; 2) methodology. More precisely, the first approach determines what to study on a communicative basis, and the second approach shows how and with what methods to make language learning more accessible. The communicative approach is focused on learning the language through communication. The use of language in a real communicative situation has caused some tendencies within the communicative approach that are relevant for teaching a foreign language: 1) communicative orientation of all types of learning; 2) the student has a leading part in the learning process ("learner-centered approach"); 3) students' interest in the learning process in accordance with their likes and dislikes, abilities and needs ("the whole person approach"); 4) educational and methodical materials are submitted on a situational-thematic or functional principle; 5) the main types of student work are: a) pair work (dialogue); b) group work (polylogue); 6) communicative approach to language learning gave rise to an unconventional attitude to error.

**The purpose of the article** is to introduce some grammar activities that can be used on ESP classes using communicative approach.

**The body of the research.** The formation of students' grammar skills is a burning problem, as it requires an integrated approach. According to Ye. Passov, a grammatical skill is a set of automated actions that provide adequate morphological and syntactic design of a unit of speech. When forming grammatical competence it is necessary to pay attention not only to the formal side of grammatical skill, which is responsible for the correct design of grammatical structure in accordance with the language norms, but also to the functional side, which determines the functioning of grammatical phenomena in speech according to the communicative tasks that is applying communicative possibilities of grammar phenomena [2, p. 124].

The communicative goal of learning grammar allows forming the basic requirement for grammatical material to be mastered: it must be sufficient for the use of language as a means of communication and real for learning within the program. Grammar skills are components of different types of speech activity, and therefore they differ depending on the type of speech communication. By studying grammar, we systematize our knowledge. However, grammatical rules must be understood, so a communicative principle forms a habit and gradually it becomes automatic [1, p. 125].

There are a lot of opinions as to the question of necessity of teaching grammar in ESP classes. But most of teachers agree on the necessity of teaching grammar while teaching ESP [5, p. 105].

As most of ESP text-books based on texts (especially those connected with science and technology), it can be efficient to teach grammar using text-based framework.

Below you will find a rough plan how to work with grammar topics based on texts:

- 1) Read the text and elicit some grammar constructions you'd like to teach;
- 2) Write them on a board or project on a screen;

3) Ask students if they understand the meaning. Try to elicit some ideas;

4) Discuss students' answers. Explain why some answers are inappropriate. For example: if you elicit Present Perfect and students answer that it is Past Simple, remind them when Past Simple is used, what markers should be with this tense, etc. Thus, prove them that it is not a correct answer.

5) Pay students' attention to words, markers, etc. which surround the grammatical structure;

6) Ask them to make some conclusions about the use and formation of the structure. For example: if it is Present Perfect they should elicit such markers as: already, just, yet, etc; prepositions: for, since; auxiliary verbs: have, has; verb forms: Participle II;

7) Summarize the information on a board or show some summarizing chart/table on a screen.

8) Pay attention to some peculiarities that are not mentioned by students. For example:

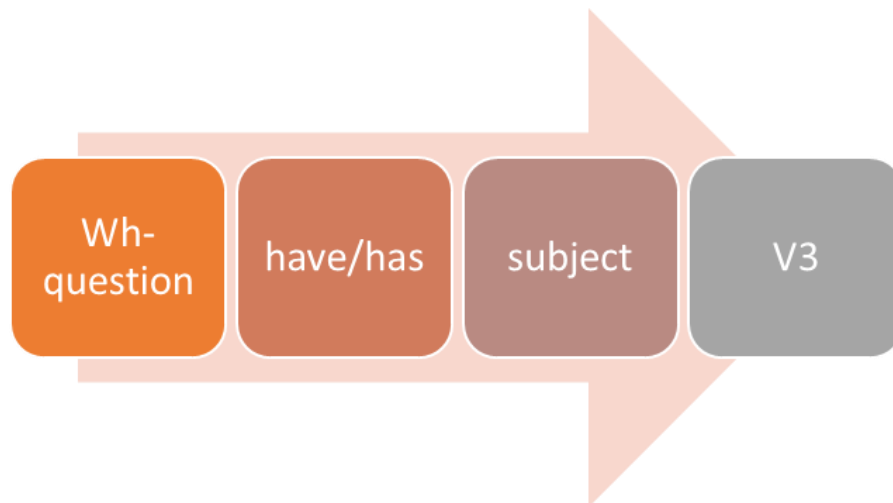
- the position of adverbs in the sentence (just, already are used in the positive sentences, between an auxiliary verb and a participle II; yet – is used in negatives and questions and should be placed in the end of the sentence);

- point out the difference between prepositions "for" and "since", constructions have/has gone and have/has been;

- remind if necessary about regular and irregular verbs.

It could be any comments concerning the topic depending on the students' knowledge and the aim of your lesson.

9) Start practicing the grammatical structure asking students to form their own sentences using the specific vocabulary. At first, they should make this task using some templates, cards, scheme, etc. to help them. Look at the example of a card for Present Perfect Questions (pic. 1).



*Picture 1. Present Perfect Question Form\**

\*created by the author

10) Prepare the same professional text you have read but with some gaps. You should choose for gaps any grammar students have already learnt. For example: if you teach Present Perfect make gaps selecting Present Perfect and Past Simple tenses. Ask students to fill in the gaps. Check and elicit some explanations (why they use Present Perfect or Past Simple).

11) Prepare some worksheets containing necessary grammar structures and vocabulary and play a grammar auction. Divide students in teams or play individually. Gove each team a

certain amount of “money” (let’s say \$100). Students read the sentences and must decide which sentences are correct and bid on them. The task is to choose as many correct sentences as possible. A team or a student which “buys” more correct sentences is the winner. The example of the task can be seen in the Table 1 below.

Table 1\*

**Grammar Auction**

Sentence	BET	WIN	LOST
We are arriving at Heathrow at 3 pm			
If the weather will be nice, we will go for a walk			
He has been knowing her for ten years			
We haven’t seen each other for ages			
I has never been good at math			
Last year we were abroad			
Have you yet done the project?			
How long have you been waiting here?			
The plane departs at 6 tomorrow			
He is always listening to this awful music!			

\*created by the author

12) Another good idea is to use picture-based tasks. If the lexical topic allows you to use pictures, it could be very efficient to combine lexical and grammatical activities. Show a picture and ask student to describe it using necessary vocabulary and grammar structure. You can prepare targeted collocation beforehand. To make it fun, ask student to use a “snowball” technique (one student start describing the picture and tells the first sentence; the second student repeats the previous sentence and adds their one; the third student repeat two previous and says their one).

13) When teaching grammar it is possible to use listening activities as well. A good example is “Listening Bingo”. Prepare some bingo grids with the sentences containing necessary grammar structures (it could be sentences from the text you have read). Record these sentences or read them out loud. The first student to get all squares in a row in any direction shouts “Bingo”. You can choose any number of rows to define a winner.

14) As to the writing activities, for sure, they will be of great help to, especially in the end of the topic when you would like to check the understanding and progress. One of the examples of a written task can be “Breaking News Report”. For example, if you teach Present Perfect you can ask students to prepare a news report. They should imagine that all information in the text they have read is new and was discovered/invented only several days ago. Students make a breaking news report using Present Perfect and the information from the text.

**Conclusions.** Thus, in my point of view such grammatical drillings will be of great help in ESP classes because it does not only help to introduce a grammar topic and to revise vocabulary but to motivate students making their conclusions, develop critical thinking, make them using grammatical and lexical materials together that allows getting fluency and accuracy.

Perspectives of our following research will be aimed at studying the use of innovative technologies for grammar teaching on ESP classes.

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## ВИКЛАДАННЯ ГРАМАТИКИ НА ЗАНЯТТЯХ З АНГЛІЙСЬКОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

Стаття присвячена викладанню граматики на заняттях з англійської мови за професійним спрямуванням у немовних вищих навчальних закладах. Автор зазначає, що підручники з англійської мови за професійним спрямуванням не містять жодних граматичних матеріалів або охоплюють лише основні моменти, приділяючи мало уваги практичному використанню граматичного матеріалу. Деякі з них містять граматичні довідники, де студенти можуть дізнатися основну інформацію про граматичні структури, але не містять практичних вправ. У статті наголошується, що нині у навчанні іноземних мов переважає комунікативний підхід, тому викладання граматики також має базуватися на ньому. Формування граматичних навичок студентів є гострою проблемою, оскільки потребує комплексного підходу. Автор підкреслює, що комунікативна мета вивчення граматики дозволяє сформулювати основну вимогу до засвоєння граматичного матеріалу: він повинен бути достатнім для використання мови як засобу спілкування і реальним для навчання в рамках програми. Граматичні навички є складовими різних видів мовленнєвої діяльності, а тому вони відрізняються залежно від типу мовленнєвого спілкування. Вивчення граматики допомагає систематизувати знання студентів. Проте, граматичні правила необхідно розуміти, тому комунікативний принцип формує звичку використання правил і поступово стає автоматичним. Автором складено приблизний план роботи з граматичними темами на основі текстів на заняттях з англійської мови за професійним спрямуванням, який складається з низки логічно та методично пов'язаних завдань, спрямованих на ефективне та довготривале засвоєння знань. Автор доходить висновку, що такі граматичні вправи будуть дуже корисними на заняттях з англійської мови за професійним спрямуванням, оскільки вони

не лише допомагають презентувати граматичну компетентність й актуалізувати словниковий запас, але й мотивують учнів робити свої власні висновки, розвивають критичне мислення, спонукають їх до одночасного використання граматичного та лексичного матеріалу, що дозволяє досягнути вільності й точності усного мовлення.

Ключові слова: викладання, граматики, вищі навчальні заклади, англійська мова за професійним спрямуванням, комунікативний підхід, практичне відпрацювання, вправи.

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