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**INTENSIFYING GRAMMAR TEACHING AS A BASIC COMPONENT OF  
COMMUNICATIVE LANGUAGE COMPETENCE**

**Abstract**

In the era of global computerization, changes are taking place in the whole educational system, including language teaching as well as English grammar.

Traditional grammar is the whole system and structure of a language in general, usually taken as consisting of syntax and morphology and sometimes also phonology and semantics. However, mastering grammar causes many difficulties, which are compounded by grammatical rules and a vast expanse of exceptions. The tendency of students' negative attitude to grammar is increasing, which negatively affects their communicative competence. In addition, the most difficult stage in the formation of grammatical skill is the stage of its application in speech activity.

Analyzing the complexity of grammar learning and its impact on communicative abilities, the authors give priority arising difficulties, the role of speech patterns in communication drawing learners' attention to their specific functions that is grammatical accuracy, structure, meaning, functions, and realization of communicative intentions.

**Key words and expressions:** grammar, grammatical model, grammatical accuracy, communicative language competence, language activity, speech pattern.

**Introduction**

At present, great importance is attached to global computerisation, which allows intensifying the mental development of students. Along with the development of foreign language communicative competence is the development of information competence, which allows students not only to retrieve the

necessary material from the Internet but also to create and share information resource and exchange them<sup>1</sup>.

In today's increasingly interconnected world, the ability to effectively communicate in English has become a crucial skill for individuals across various personal, professional, and academic domains. In recent years, there has been a shift in language education paradigms, with a greater emphasis on communicative language teaching. Grammar provides the structural framework that allows individuals to convey their ideas accurately, precisely, and coherently<sup>2</sup>. It enables learners to understand the relationships between words, construct grammatically correct sentences, and express themselves in a manner that is comprehensible to others. Without a solid understanding of grammar, learners may struggle with coherence, clarity, and the ability to convey their intended messages accurately. Intensifying English grammar teaching involves incorporating explicit instruction, practice, and feedback to develop learners' grammatical knowledge and skills. By highlighting the rules and structures of the English language, educators can empower students to express themselves with confidence and accuracy. Grammar teaching also aids learners in comprehending more complex texts, deciphering nuances, and developing critical thinking skills. Moreover, a strong foundation in grammar equips learners with the tools to adapt their language use in different contexts and registers.

### **Communicative Language Competence**

The ability to employ grammar appropriately and flexibly enhances overall language proficiency and contributes to the development of communicative competence. Whenever the learner acquires the skills of the language and manages to use them effectively and appropriately according to the context in which a learner is involved, we can say that she/he achieves the required level of the communicative competence<sup>3</sup>.

Foreign language communicative language competence is one of the most important components of modern specialists' professional development. The communicative language competence asserts that knowledge of a language not only lies in knowing the grammatical forms of that language, but also of knowing

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<sup>1</sup> К. Л. П. В. Сысоев, М. Н. Евстигнеев. (2010). Методика обучения иностранному языку с использованием новых информационно-коммуникационных технологий. М., ГЛОССА ПРЕСС, Ростов на Дону, 2010. с. 182.

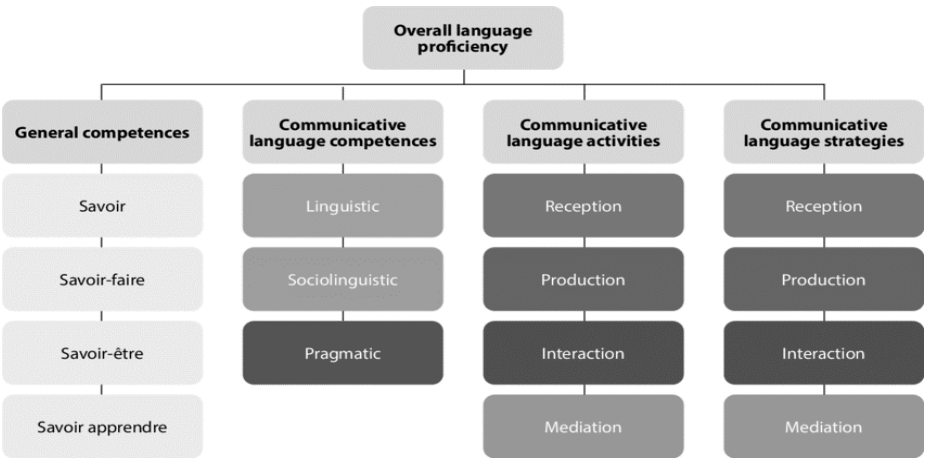
<sup>2</sup> Savage, G. Bitterlin, and D. Price. (2010). Grammar matters: teaching grammar in adult ESL programs. Cambridge: Cambridge University Press. p. 22.

<sup>3</sup> Council of Europe. (2018). Common European Framework of Reference for Languages: Learning, Teaching, Assessment - Companion Volume. Council of Europe Publishing.

how to use them appropriately in different communication contexts<sup>4</sup>. The formation and development of communicative language competence of students in learning a foreign language is a long and complex process. It involves the realization of competences aimed at the formation and improvement of not one type of communicative skills, but communicative competence in general, i.e. for the development of speaking, listening, reading and writing activities. Teaching grammar is directly related to the speech situations through so called speech patterns aimed at the development of communicative skills<sup>5</sup>.

**Methodological Aspect of Teaching Grammar**

Teaching and learning Grammar is of great importance in the field of language education and methodology. It serves as a basis for developing effective communication skills and interaction. However, its effectiveness is greatly enhanced when combined with various types of speech activities, including perception, reception, reproduction, interaction, and mediation. Grammar is not only making up correct sentences. It also presupposes impulsive participation in communicative activities in authentic contexts and real-life situations. Language teachers want their learners to practice the given language by using communicative grammar and develop necessary interactive skills.



<sup>4</sup> Nassaji, H., & Fotos, S. (2011). Teaching Grammar in Second Language Classrooms: Integrating Form-Focused Instruction in Communicative Context. New York: Routledge. p. 17.

<sup>5</sup> I.L. Bim. Schritte 1. Lehrerbeiheft. Proswestschenie., М. П.В.Сысоев, М.Н. Евстигнеев. (2001). cc. 23-24.

### **Developing Basic Conversation Skills through Speech Patterns**

There is no doubt that the development of language activities (oral and written speech) proceed basic through so called speech patterns. Speech patterns are the structural semantic units that exist for the basic types of sentences in a language. They describe the grammatical structure of simple sentences, which consist of obligatory elements. The speech pattern types are characterised by different combinations of some functional constituents, namely subject, verb, direct object, indirect object and as well as by basic vocabulary<sup>6</sup>.

The following designations are used for speech patterns (SP) in methodological literature:

- language pattern
- speech pattern
- language model

Speech pattern - an initial speech unit, which is a UNIT of

- 1) a sentence (a regular sequence (a regular sequence in the arrangement of its members)
- 2) morphological form of the elements of this structure
- 3) rhythmic and intonational organization, determined by its communicative function and context
- 4) determined by the type of sentence

Thus, speech patterns are the structural frameworks that exist for the basic types of sentences in a language. They describe the grammatical structure of simple sentences that consist of the obligatory sentence elements<sup>7</sup>.

The linguistic model (e.g., S + V + O - subject, verb (predicate) speech patterns represent nothing but a communicative and situational realisation of the linguistic model in a particular situation of communication (S+ V+ O).

Using the modeling method of the structural-functional approach speech patterns are for

- naming an object, a quality, an action
- indication of action, location, possession of something
- indication of subject and local direction
- expression of desire for duty etc.

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<sup>6</sup> С.Ф.Шатилов. (2002). Методика обучения немецкому языку в средней школе. 2-е издание, Просвещение Л., сс. 36-37.

<sup>7</sup> Gemeinsamer europäischer Referenzrahmen für Sprachen. Begleitban., Ernst Klett Sprachen, Stuttgart, 2020, S. 156.

It is possible to present the main types of simple sentences in a predictable form and make them the subject of sequential learning, thus creating an initial grammatical basis that ensures the formation of the language system in the learners' minds.

In order to strengthen the communicative focus within each of the highlighted types communicative variants (A, B, C, D, E) are distinguished, which ensures that each one is launched into elementary dialogic speech:

A - assertion

B - interrogation (question. motion without question word).

C - rebuttal/refutation (negative sentence)

D - request for information (question sentence with question word)

E - urge/request (imperative sentence)

Below are specific examples of speech patterns that express different reactions to replicated stimulus *"I've just bought a yellow blouse"*

**R1** I think, you'll look nice in it. (Statement/assertion)

**R2** How much did you pay for it? (Question/request)

**R3** I'd like to have a look at it (Wish)

**R4.** Could you show it to me, please. (Request)

**R5.** How nice! (Exclamation)

The sentence patterns with their variants (R1-R5) selected on the basis of the structural-functional and communicative approach and with the help of the modelling method form the basis for the formation of lexical-grammatical knowledge, skills and abilities. They allow to master communicative intentions of speech in its unity with phonetics and lexis (mastering intonation and lexical meaning).

In fact, speech patterns fulfill a dual function: on the one hand, the presentation of grammatical structure within a sentence, and on the other hand, an indirect link to the realisation of communicative intention in a mini-context.

### **Grammatical accuracy**

This scale concerns both the user/learner's ability to recall "prefabricated" expressions correctly and the capacity to focus on grammatical forms while articulating thought. This is difficult because, when formulating thoughts or performing more demanding tasks, the user/learner has to devote the majority of their mental processing capacity to fulfilling the task. In addition, research in English, French and German suggests that inaccuracy increases at around B1 as the learner is beginning to use language more independently and creatively.

Thus, grammatical accuracy refers to the ability to use acquired phrases correctly, focusing on grammatical forms.

Concluding from the scale key concepts involve the following area of relevant criteria:

- specific repertoire (A1 to B1);
- prominence of mistakes (B1 to B2);
- degree of control (B2 to C2).

|        | Grammatical accuracy   |
|--------|--|
| C2     | Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).   |
| C1     | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.   |
| B2     | Good grammatical control; occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.<br>Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.<br>Has a good command of simple language structures and some complex grammatical forms, although they tend to use complex structures rigidly with some inaccuracy. |
| B1     | Communicates with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express.<br>Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.  |
| A2     | Uses some simple structures correctly, but still systematically makes basic mistakes; nevertheless, it is usually clear what they are trying to say.   |
| A1     | Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.  |
| Pre-A1 | Can employ very simple principles of word/sign order in short statements.  |

For students with Internet access, i.e. cell phones or other devices there are numerous possibilities for productive, communicative practice. Students can record themselves producing the target language either with another classmate or on their own. For instance, students can create interview questions that revolve around the specific grammar point they are learning and conduct interviews with a partner.

Grammar teaching via the implementation of communication makes the learning process productive. Communicative Language Teaching (CLT) activities commonly take the form of pair and group work requiring cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions.

In order to achieve proficiency in the target language, teachers play a vital role in guiding learners on how to apply language forms and structures while performing various tasks, engaging in spoken conversations, and composing written texts.

By providing appropriate instruction and support, teachers assist learners in effectively using the language in practical and meaningful ways. In the curriculum for institutions of secondary education in foreign languages, communicative competence is defined as possession of a set of speech, language, socio-cultural norms of the language being studied, as well as compensatory and educational-cognitive skills that allow graduates of institutions of general secondary education to carry out intercultural communication and solve the communicative, educational, cognitive and other tasks facing them.

Grammar is not an end in itself, it is one of the most important means of language acquisition, an integral component of all types of speech activity. However, everywhere knowledge of it is the most obligatory foundation, without which understanding of the text, possession of live conversational speech is unthinkable.

Designing activities integrating grammar with other communicative components that fits the needs of learners is not easy. Due to different language needs of the learners, there is no clear-cut criteria for designing and developing the best classroom activities for Communicative language teaching classrooms. Providing teachers with three activity concepts that can be tailored for grammar teaching in communicative language teaching classrooms is essential. These concepts include: 1) information-gap tasks, 2) role-play activities, and 3) problem-solving tasks. Information-gap tasks involve learners being in need of specific information, which promotes extended speaking practice, authentic communication, and the development of sub-skills like clarifying meaning and rephrasing. By incorporating these activities, teachers can create engaging and interactive learning experiences that foster effective grammar instruction.

For the sake of clarity, the strategy of the information gap activity is an example.

**Information gap** is one of the prerequisites for the development of grammatical competence and communicative abilities.

Information gap activities are useful for various reasons. This activity is aimed at engaging learners' in the search for the required information, which in turn promotes the development of grammatical competence and communicative abilities. Typical types of information gap activities one might find include; describing and draw, listening, split dictations and jigsaw readings. Due to the learners' variety of needs, teaching grammar is considered to be a challenging task for the language teachers. The teachers should not only equip with knowledge of grammar but also strategies to analyze what grammar is necessary for their learners. Therefore, the teachers should understand natures of their learners, the contexts they live in, and their expectations from language learning. When the

knowledge of grammar meets those learners' needs, it will eventually help enhance learners' interests in language learning.

### **Conclusion**

The holistic view about the communicative language teaching is the teaching method that focuses on communication rather than discrete language skill. Grammar should be taught at classrooms by integrating to other skills based on learners' communicative needs and their social contexts. In addition, teachers should not merely focus on forms but also focus on meaning and function of each form used in different occasions. Thus, to reinforce learners' communicative abilities, teachers should learn and seek the ways to integrate grammar with other linguistic phenomena through appropriate tasks and activities.

In order to stimulate the formation of students' communicative competence in teaching the grammar of a language, it is necessary to use a set of special methodological techniques that contribute to immersion of students in a foreign language environment and the simultaneous use of the former learned structures. The holistic view of communicative language teaching emphasizes the importance of prioritizing communication over isolated language habits and skills. In line with this approach, integrating grammar instruction into classrooms should be guided by learners' communicative needs and social contexts. Teachers must move beyond a narrow focus on grammatical forms emphasizing the meaning and function of each form for various purposes. To enhance learners' communicative abilities, teachers should actively seek ways to integrate grammar with other linguistic phenomena through engaging tasks, motivated activities, and available Internet resources.

By providing opportunities for practical application and authentic language use, students can develop a deeper understanding of grammatical competence and its role in effective communication.

By emphasizing the practical application of grammar and employing effective teaching techniques, educators can foster students' ability to effectively communicate in English, ensuring their success in an increasingly interconnected global society.



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**Մելանյա Աստվածատրյան, Գոհար Ամալյան**  
**Քերականության ուսուցման օպտիմալացումը որպես հաղորդակցական**  
**լեզվական կոմպետենցիայի հիմնարար բաղադրիչ**  
**Ամփոփում**

**Բանալի բառեր և արտահայտություններ.** քերականություն, քերականական մոդել, քերականական ճշտություն, հաղորդակցական լեզվական կոմպետենցիա, խոսքային գործունեություն, խոսքային նմուշ:

Համաշխարհային համակարգչայնացման դարաշրջանում փոփոխություններ են տեղի ունենում ողջ կրթական համակարգում, այդ թվում՝ անգլերենի քերականության մեջ: Ավանդական քերականությունը ընդհանրապես լեզվի ամբողջ համակարգն ու կառուցվածքն է և օտար լեզվի ուսուցումը հիմնականում գնահատվում է ըստ լեզվի քերականության ճշգրիտ օգտագործմամբ: Սակայն քերականության յուրացումը բազմաթիվ դժվարություններ է առաջացնում, որոնց գումարվում են քերականական ձևայինները, կանոնները, ներմուծման մեթոդները և խոսքային գործունեության մեջ քերականության կիրառումը: Ներկայումս նկատելի է ուսանողների՝ քերականության նկատմամբ բացասական վերաբերմունքի միտում, որը բացասաբար է անդրադառնում նրանց հաղորդակցական կարողունակության ձևավորման վրա:

Ուսումնասիրելով բանավոր հաղորդակցման համար քերականության ուսուցման կարևորությունը և դրա հետ կապված առանձնահատկությունները՝ ընդգծում ենք քերականական մոդելների և խոսքային նմուշների ընտրության անհրաժեշտությունը, որոնք ընգրկում են ոչ միայն նախադասության կառուցվածքային ճշգրտությունը, այլև խոսքային նմուշների հաղորդակցական-գործառական կողմերը և դրական ազդեցություն ունեն քերականական երևույթների յուրացման և հաղորդակցական լեզվական կարողունակության զարգացման համար:

**Меланья Аствацатрян, Гоар Амалян**  
**Интенсификация обучения грамматики как фундаментального компонента**  
**коммуникативной языковой компетенции**

**Заклучение**

**Ключевые слова и выражения:** грамматика, грамматическая модель, грамматическая правильность, коммуникативная языковая компетенция, речевая деятельность, речевой образец.

В эпоху глобальной компьютеризации происходят изменения во всей системе образования, в том числе и в области грамматики английского языка.

Традиционная грамматика – это вся система грамматических моделей и структуры языка в целом, при этом степень овладения иностранным языком традиционно оценивается в результате правильного использования языка. Однако усвоение и закрепление грамматических явлений сопряжено с многочисленными трудностями, в частности, целенаправленным использованием языкового материала в речевой деятельности. В настоящее время ощущается тенденция негативного отношения учащихся к обучению грамматике, что оказывает отрицательное воздействие на процесс формирования коммуникативных способностей обучающихся.

Изучая значение грамматики для развития коммуникативной компетенции и связанные с этим особенности, авторы подчеркивают необходимость отбора грамматических моделей и речевых образцов, охватывающих все основные аспекты языковой компетенции и, что самое главное, отражающих одновременно не только структурную организацию предложения, но и коммуникативно-функциональную направленность речевых произведений.

Учет вышеназванных факторов весьма важен для отбора речевых образцов а также дальнейшей разработки методической типологии, что окажет положительное влияние как на процесс овладения грамматическими явлениями, так и развитием речевой деятельности и коммуникативных способностей обучающихся.

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