

Буцко А. Я.

3 курс, с/о «Експеримент», факультет іноземної філології
ДВНЗ «Ужгородський національний університет»
Науковий керівник – канд. філол. наук, доцент Андрусак І. В.

ARGUMENTS IN FAVOUR OF TEACHING GRAMMAR IN CONTEXT

There are many different views on the role of grammar and grammar teaching in foreign language teaching. This issue is discussed from different perspectives and in different language learning contexts. Most researches agree that there is a positive role of grammar teaching in foreign language learning. Celce-Murcia argues that grammar instruction is part of language teaching highlighting the key property of grammar to interact with meaning and social function [1]. This refutes the claim that grammar is an autonomous system which must be learned for its own sake.

Grammatical competence is also acknowledged to be essential for communication. Learners who have been exposed to grammar instruction are found to outperform uninstructed learners in their rate of language learning/acquisition and level of achievement [3]. Hinkel and Fotos hold a similar opinion pointing out that grammar instruction contributes to learners' proficiency and accuracy [2].

Although the second half of the 20th century may be labelled as anti-grammar campaign in the field of EFL teaching, the role of grammar has been reconceptualised. The current theory and practice of EFL teaching places a heavy emphasis on the role grammar plays in the development of learners' communicative competence. More specifically, it has been universally accepted that language acquisition and language development without grammar may be severely hampered in both receptive and productive dimensions. Swan names two good reasons for teaching/learning grammar: comprehensibility or the ability to build comprehensive sentences; and acceptability which is the level of grammatical competence required for social integration [5. p. 152].

Given grammar instruction is integral part of EFL teaching and learning, it is necessary to find effective ways of dealing with it in the classroom to meet the basic principles of communicative language learning and learner-centred teaching.

The literature in question abounds with “-based” hyphenated terms that are names of various modern approaches to grammar teaching that have gained wide currency in the 21st century: e.g. task-based grammar teaching, concept-based grammar teaching, context-based grammar teaching, visually-based grammar teaching, text-based grammar teaching, discourse-based grammar teaching, theme-based grammar teaching, comprehension-based grammar teaching, etc. They all share the intention to make grammar instruction interesting and engaging in terms of learners' motivation and effective in terms of learners' language development. Teaching grammar in context proves to be effective, which is accounted for by the fact that the approach meets learners' needs.

This paper is part of wider research that aims at exploring the state of the art of teaching grammar in context in a basic secondary school in Ukraine. *The topicality of the research* is stipulated by several factors. First, grammar competence is an integral component of learners' communicative competence. Second, context-based grammar teaching is engaging and meaningful; hence, it deems to be effective. Finally, EFL classroom observation indicates that many teachers still tend to apply traditional decontextualized methods of grammar teaching in EFL classroom.

This paper *aims* to outline the key arguments in favour of context-based grammar instruction in EFL classroom.

The words “in context” mean that the teaching of grammar is integrated into other aspects of the language instruction such as reading, writing, listening and speaking. By contextualizing grammar items and structures, the teacher demonstrates the way grammar works in language, thus, making grammar teaching alive and close to real life. Teachers often face the problem that students, in spite of knowing grammar rules, forget how to form structures correctly. In this case teaching grammar in context is the only way to eradicate it since it gives learners a possibility to see examples

and to learn how to use them to communicate meaning. If learners are not able to explore grammar in context, it will be difficult for them to see how alternative forms exist to express different communicative meanings. [4. p. 103].

Moreover, teaching and learning grammar in context provide opportunity for students to apply grammar to other skills such as speaking and writing much more effectively than just learning grammar rules by heart without examples. Hence, context bridges teaching language construction (grammar) and teaching language skills (reading, writing, listening and speaking). This is in line with the key principles of communicative language teaching. In particular, context-based grammar instruction operates both on the utterance level and communication level.

To sum it up, context-based grammar instruction provides a lot of benefits for EFL learning and teaching, in particular, it integrates grammar teaching into teaching other aspects, bridges teaching language construction and language skills, provides samples of real language use, demonstrates alternative grammatical forms, etc.

REFERENCES

1. Celce-Murcia M. Grammar pedagogy in second and foreign language teaching. *TESOL Quarterly*, 25(3), 1991. P. 459-480. URL: <http://dx.doi.org/10.2307/3586980>
2. Hinkel E., Fotos S. New perspectives on grammar teaching in second language classrooms. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc., 2002.
3. Long M. H. Instructed interlanguage development. *Issues in Second Language Acquisition: Multiple perspectives* / L. Beebe (Ed.). New York: Newbury House, 1988.
4. Nunan, D. (1998). Teaching Grammar in Context. *ELT Journal* 52(2). P. 101-109.
5. Swan M. Seven Bad Reasons for Teaching Grammar – and Two Good Ones. *Methodology in Language Teaching. An Anthology of Current Practice*. CUP, 2002. P. 148-152.
6. Thornbury, Scott. (1999). *How to Teach Grammar*. Essex: Pearson Education Limited. 76 p.

Вовк В. В.

група СОАМ-23

Тернопільський національний педагогічний
університет імені Володимира Гнатюка

Науковий керівник – канд. філол. наук, доцент Ладика О. В.

DIFFERENT TIPS OF LEARNERS: TIPS TO INVOLVE THEM IN THE LEARNING PROCESS

The existence of individual learning styles is a hot topic in contemporary education theory and practice. There is an ongoing debate on whether learners benefit from teaching methods that are tailored to their perceived learning styles.

The term "learning styles" refers to the concept that individuals differ in regard to what mode of instruction or study is most effective for them. Our review of the literature showed that there are many learning styles that show people's preferences for learning and processing new information. There are 7 types of learning styles: Visual (Spatial); Aural (Auditory-Musical); Verbal (Linguistic); Physical (Kinesthetic); Logical (Mathematical); Social (Interpersonal); Solitary (Intrapersonal). There is also a theory of left and right brain superiority. This theory is based on the fact that the two hemispheres of the brain function differently. It first became known in the 1960s through the research of psychobiologist and Nobel laureate Roger W. Sperry [7]. Also we should mention an important theory, the essence of which is the internal validity and reliability of the inventory of learning styles Kolba, version 3 (1999) [1]. As it can be seen from the carried out scientific and methodological literary review, thought there are different approaches to the number and names of learning types, there is also plentiful evidence that people differ in the degree to which they have