



HOW GRAMMAR COMMUNICATIVE METHOD WORKS IN ESP SETTING

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ABSTRACT

Effective language teaching methods have been becoming the hot issues of many linguists and the researchers in the field for many years and still now; this controversial matter is getting huge interest of teachers and methodologists with its importance and need in the sphere. Unlike most ESL(English second language) or EFL (English foreign language) learners ESP(English for Specific Purpose) ones have less language learning abilities or desires as they just acquire it for the demand of their work, study or getting a good promotion by the companies. In other word, they are extrinsically motivated who are stimulated by others mostly. So, in this case learners need much more communicative methods even in learning grammar like Grammar Communicative Method which this article is going to emphasize in its content. Below, it is analyzed and discussed that how this method is resulting in the target branch and why it should be chosen as an effective tool and survey results will be added.

KEY WORDS: Grammar, grammar communicative method, grammar in context,

INTRODUCTION

It is scientifically proved that, grammar is the base of any kind of language. Volunteers, who are eager to learn it, have to acquire its grammar in order to be fluent and accurate with it. During the years, Grammar has been thought via various ways but considered by learners as very dull and sometimes so tricky and challenging. Even though a number of learners are rather good at grammar rules word by word, they have enough problems to use the language itself in real settings. Therefore, the sphere needs modern approaches to motivate and stimulate learners to be active during the language learning acquisition. That is the matter which Grammar Communicative Method is going to assume. Moreover, this approach tries to provide wide interaction of learners' participation.

MATERIALS AND METHODS

What is Grammar communicative method?

According to the article, Teachers' Corner "Teaching grammar communicatively" means that grammar instruction and lessons are not limited to introducing a grammar item or items, having learners do controlled exercises and then later assessing students on their ability to understand grammar items. It means designing grammar lessons to include a communicative task or activity. A

communicative grammar lesson might start in very much the same way as a traditional approach with presentation of a grammar item and examples, followed by controlled exercises to practice the grammar item. Furthermore, communicative methods can be great simulation for learners to speak in the target language.

Nowadays, creating effective language teaching atmosphere is the demand of current language teaching system and learners need as well. That is the reason why I am dealing with the theme in my article. I have English lessons with Natural science faculty students who consider learning English is so difficult and boring. After having some lessons, I found out that during the years they had been thought by Grammar translation method which pays attention to form a lot (teaching grammar rules, doing exercises). Consequently, I have decided to change my style of teaching and started to look for modern methods to conduct successful grammar lessons. One of them is Teaching grammar communicatively. Languages are also learned for communicating with owners of the target language. But, I noticed that even though my learners know grammar rules well, do exercises for five mark, they are not able to use the language in action at all. Having this in mind, I feel that my students need to be thought more effective methods.

Now, let's look through what other scientists say and state about this method and share with their



findings. According to Nassaji 's research grammar can be learned well enough through communication methods rather than mechanical presentation of grammatical forms. The communicative approaches have disregarded the explicit use of grammar rules in teaching grammar. This has led to a shift from form-focused instruction to meaning-focused instruction (Nassaji&Fotos, 2011). The exclusive focus on grammar instruction has been found to be inadequate to develop learners' ability to perform in oral communication.

Teaching grammar in context

To the matter Teachers' Corner authors prove their ideas like this" Teaching grammar in context means that providing a context is a part of the lesson, but it does not mean that it is the whole lesson. Depending on your students' level of proficiency, a full or partial explanation of the grammar form and a certain amount of practice with the target grammar item will still be needed.

Teaching in context does not mean that you have to use an authentic text (any text, spoken or written, not made for the purpose of language teaching or learning). When teaching grammar in context, it's important to consider students' proficiency levels as well as their previous experience with the target grammar item. Higher-level students can often benefit from using authentic texts, but lower-proficiency students will often need a text specifically prepared for the purpose of language learning. Many great examples of grammar in context come from textbooks"

From my own experience, I also tried to use grammar in context a lot. As a result, my learners felt considerable development in their language learning acquisition. How? Let's look through one example form my lessons which already done with students. One of my lessons was "Conditional type 2".

After beginning the lesson First of all, I showed a short video sample which was about two friends who did fight with each other because of love a girl and as a result were in prison. They were asked try to answer to the following questions:

- What would you do if you were Edison?
- What would you do if you were George?
- Who would you choose if you were Pamela (for girls)?
- What solution would you give if you were author of the story and so forth?

Students began to answer automatically with using "would" and "if" (I were him, I would...) unconsciously in their speech. Then, later I explained the rule and usage of Conditional type 2. At the end, students' participation and interaction stated that the method worked well with this sort of learners for its huge positive result.

CONCLUSION

To conclude briefly, we have discussed how grammar communicative method can be useful for ESP learners in this article and tried to answer to the question why currently it is being emphasized by most language teachers all over the world.

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