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Use of Grammatical Aspect to Improve the Educational Process

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Abstract

This article helps students develop their ability to utilize grammar as a versatile communication tool. In order to help teachers ensure that their pupils' speech is grammatically proper, the author offers numerous suggestions. Furthermore, there are study studies where the learning process is enhanced by the grammatical feature in this text.

Key Words: *intellectual, affective-evaluative in character, communicative approach, competency, linguistic, sociolinguistic, discursive, socio-cultural, and social competence.*

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The area of language where the degree of competence in the aforementioned abilities is most noticeable is grammar. Language is structured by grammar, which also transforms it into speech. Learning grammar is a necessary part of learning a foreign language. However, learning the grammar of any language also presents a variety of challenges, which are made worse by grammatical words, rules, and an endless supply of exceptions. For the most part, most students at educational institutions, none of this is really exciting.

Different techniques to learning are utilized in an effort to enhance English as much as possible, or to maximize the process of learning it.

It is well known that the most popular method of teaching foreign languages these days is the communicative approach. Let's take a closer look at it.

The communicative approach to teaching foreign languages first emerged in the UK in the 1970s in conjunction with the promotion of a new learning objective: language acquisition as a means of communication, according to I. L. Kolesnikova and O. A. Dolgina in their book "English-Russian terminological handbook on the methodology of teaching foreign languages." Communication is defined as the spoken exchange of knowledge, skills, and talents between two or more individuals, as well as the transfer and communication of cognitive, emotive, and evaluative information. It should be remembered that an interaction does not always imply communication. There are several instances where

people converse and copy each other, yet there is no mutual impact, comprehension, or knowledge sharing throughout the encounter. The primary cause of this is the absence of the development of communicative competence, which is seen by all communicative approach scholars as the primary objective of learning.

N. Chomsky first used the term "competence" in reference to linguistics, and it meant understanding the language system rather than being able to communicate effectively in everyday contexts. Eventually, the term "communicative competence" emerged in foreign and then domestic methodology as an alternative to Chomsky's linguistic competence. This term was initially understood to mean the capacity to communicate through language, that is, the capacity to convey ideas and exchange them in different contexts while engaging in conversation with other participants, correctly apply the system of language and speech norms, and select a communicative behavior appropriate for a real-world communication scenario. The development of communicative competence occurs throughout the communication process; it is not a particular quality of an individual.

Differentiating between the subsequent elements of communication competence:

- Discursive competence: the capacity to comprehend a variety of communicative utterances and to construct holistic, coherent, and logical utterances of various functional styles (article, letter, essay, etc.); involves the choice of linguistic means depending

on the type of utterance; Language competence: the knowledge of vocabulary units and grammatical rules that transform lexical units into a meaningful utterance; Sociolinguistic competence: the ability to choose and use adequate language forms and means depending on the purpose and situation of communication, i.e., who is the communication partner;

- Strategic competence: the use of both verbal and nonverbal cues, such as gestures, facial expressions, and the use of different objects, to clarify a message or rephrase it, in the event that communication has not occurred;

- socio-cultural competence: the ability to comprehend and appropriately apply the customs, habits, and etiquette of native speakers while maintaining one's identity as a representative of one's own culture; the development of socio-cultural competence entails an individual's integration into the global and national cultural systems;

- Social competence: the capacity and willingness to engage in social interactions, self-assurance and self-confidence in communicating, the capacity to assist another in maintaining communication, the capacity to put oneself in another's shoes, and the capacity to handle scenarios resulting from miscommunication between partners.

The communicative approach states that since knowledge of the language system—that is, knowledge of grammar and vocabulary—is insufficient for effective language use for communication, language teaching should consider the characteristics of real communication and the learning

process should be based on a model of real communication. The communicative method entails developing the ability to convey a certain communication intention (request, consent, invitation, denial, advise, rebuke, etc.) by mastering a variety of speech functions.

The following two methods are compared by I. L. Kolenikova and O. A. Dolgina [1]: deductive and inductive.

Deduction is the foundation of the deductive method of learning; it is an inference from the general to the specific. The deductive approach, as it relates to teaching foreign languages, offers an explanation of the rule and practical instruction in it; in other words, it outlines the process from the general to the specific, from its form to its application.

In contrast, the inductive method follows a route that goes from the specific to the general, from the application of a lexical or grammatical phenomena to the comprehension of its structure.

There are substantial differences in how "inductive" and "deductive" are interpreted in local and international approaches. The grammar-translation technique is based on the logical approach, according to foreign methodologists [2, 17], in which students learn a rule and then do exercises in line with it. When a pupil intuitively and subconsciously grasps a reality and employs it in speech, they have mastered their native language. This is the essence of the inductive approach, which in its purest form utterly rejects the use of rules. The audiolingual technique, in which students follow a model, employ a

phenomena in speech through imitation, mechanical repetition, and model-based action performance, but do not vocally create a rule, is an example of an inductive approach to teaching foreign languages.

Students can differentiate between the "modified" deductive and inductive approaches by having them derive a rule from the teacher's examples, formulate it verbally, and then practice using a linguistic phenomenon (modified deductive approach) or use the phenomenon in various tasks before formulating a rule (modified inductive approach).

The phrases "natural approach" and "deductive" are synonymous in foreign methodology, with "formal, cognitive" being associated with "inductive approach." Simultaneously, deductivity is viewed as an antiquated, conventional method of teaching, and inductance as a contemporary approach.

Y.M. Kolker [3] asserts that the Russian technique does not favor any particular approach over another. Furthermore, inductivity and deductivity—which are based on cognitive processes—indicate potential ways of mastering linguistic content rather than being learning methodologies, according to a number of local and international methodologists. Deduction is fundamentally based on analysis, whereas induction is based on analogies. Rules have a function in instruction, and both approaches to material introduction acknowledge this, even if rules may be communicated in a variety of ways, from vocal language to generalizing

diagrams and tables. Each of these approaches has positive and negative features. With the inductive nature of the presentation of language material, students get acquainted with the phenomenon and its use in speech, which contributes to communication, but makes it difficult to clearly understand the mechanism of formation and use, interferes with self-control. The deductive method is more time-efficient, helps to overcome the interference of the native language, promotes awareness of the structure and form of linguistic phenomena, but there is always a danger that memorizing the rules will become an end in itself and will not lead to the formation of communicative skills. The teacher needs to decide for himself which method will be most effective in specific conditions, depending on the stage of training, the level of readiness of students, the goals and objectives of the lesson.

According to foreign methodologists [2, 17], the inductive approach to teaching has gained traction. As a result, some methodologists have clarified and revised the meaning of this term, and a new term for consciousness-raising approach—the "consciously-oriented approach"—has emerged. This method forms the cornerstone of computer-based database training.

I. L. Kolesnikova and O. A. Dolgina [1] contend that a consciously-oriented approach is just as significant.

The conscious-oriented approach is grounded in the inductive technique of language acquisition and contrastive linguistics' data, as well as an awareness of the lexical and

grammatical forms of language phenomena. The approach was developed in relation to grammar teaching: mastering grammatical skills was considered as a gradual awareness of the form.

The approach is based on N. Chomsky's position on universal grammar, some elements of which are the same in many languages; they should not be trained in a special way, since students themselves gradually realize their similarity to the corresponding forms in their native language.

Thus, considerable attention is paid to the positive transfer of phenomena from the native language to a foreign one.

The approach has much in common with the conscious-comparative method known in the domestic methodology, which proceeds from the fact that thinking in all languages is the same, only the forms of its expression, represented in languages by different linguistic means, differ.

According to I. L. Kolesnikova and O. A. Dolgina [1], the consciously-oriented approach first emerged in foreign countries in the 1980s, in contrast to many contemporary techniques and approaches that, in reality, disregarded grammar as a necessary component of study and the function that awareness plays in learning.

Proponents of this method caution against learning by rules, identifying it with the grammatical-translation method, and simplifying its interpretation.

Advocates of this method attempt to harmonize the two paths of learning—traditional and "direct"—and reject the

distinction between conscious and unconscious language learning.

The traditional direction is based on the data of comparative linguistics of the native and the studied languages. It involves the purposeful formation of skills, the use of curricula that include strictly selected and graded language phenomena, as well as the use of educational materials designed and organized taking into account the requirements of the programs.

The Pryamist direction is based on the provisions of the direct method and assumes mastery of speech skills and abilities, which is carried out naturally on authentic materials and does not require special organization.

According to Scott Thornbury [4], domestic and foreign methodologists have distinct interpretations of the psychological idea of awareness in language acquisition, which forms the basis of the conscious-oriented approach. "Conscious" and "unconscious" are mutually exclusive terms in the foreign methodology. Simultaneously, the first indicates that the student is entirely dependent on rule knowledge, whilst the second suggests that all rules are completely disregarded in favor of mimicking the child's fluency in the target language. In the former foreign language speech skill, the content of the utterance is actually realized; the macro-operational composition of the utterance (speech skills) and its constituent elements (for example, words) are correlated with the level of conscious control; micro-operations and most of the pronunciation features are correlated with the level of unconscious control, etc. The main

methodological problem is to correlate the channels of conscious and unconscious language acquisition in the right proportion.

In the process of mastering the language, the student must make the way from the actual awareness of the linguistic phenomenon to unconscious control and to complete unconsciousness at the stage of improvement, if he continues to study a foreign language after school and strives for a level close to the level of proficiency of a native speaker.

I. L. Kolesnikova and O. A. Dolgina [1] highlighted the main provisions of consciously-oriented approach:

- Grammar acquisition should be carried out inductively, when the teacher offers tasks, during which students build hypotheses about the use of a particular grammatical form, check them, draw conclusions and eventually master this form.

- Grammar teaching is not considered as a "linear" process, when each learned phenomenon is followed by another, which students must master; experience shows that "passed" does not mean "learned" and that the student owns this material and actively uses it.

- When communicating knowledge, the use of rules is allowed, the need to work on the language form is recognized. There are different levels of expression of the rules, while their verbal formulation and explanation are not excluded. However, the rules are given a secondary role, since their explanation and memorization are not a guarantee of the assimilation of grammatical phenomena.

- The main attention should be paid to the meaning of a lexical or grammatical phenomenon, not its form. In this regard, the phenomenon under study should not be considered in isolation, but within the context.

- Comparison, comparison, analysis and other language exercises aimed at understanding the form of the phenomenon being studied are widely used as teaching methods. There are many different ways to attract students' attention to the form. These include underlining, bolding, and intentional repeated use of the phenomenon.

- Grammar teaching should be based on authentic materials, examples of the use of a particular grammatical phenomenon in genuinely communicative situations, and not on specially compiled examples illustrating the form of the grammatical phenomenon being studied.

Scott Thornbury [4], I. L. Kolesnikova and O. A. Dolgina [1] agree that the consciously-oriented approach has been implemented and is widely used in computer training, where the database serves as a material for performing not only grammatical, but also lexical exercises of an inductive nature. In the process of analyzing numerous examples, students guess the meaning and features of the compatibility of a word draw conclusions about its use in speech.

The undoubted advantage of this approach is the focus on unconscious language acquisition, orientation to the use of the studied phenomena in the process of communication and the use of authentic materials. At the same time, it is necessary to point out some

negative aspects: the exaggeration of the role of linguistic knowledge, operations of comparison, comparison and analysis.

The rigid connection of the exercise system with the reference text and the underestimation of the purposeful formation of speech skills in expressive types of speech activity also negatively affect language acquisition.

Proponents of this approach note that it is “designed to intensify the formation of linguistic competence” and has no direct connection with the formation of speech competence in students. Currently, this approach is widely discussed in the methodological literature, but in the practice of teaching it has not yet been widely used in the form of specific teaching materials and manuals.

In the “English-Russian terminological reference book on the methodology of teaching foreign languages” [1], a structural approach to teaching a foreign language is also considered.

The structural approach to teaching a foreign language is based on the provisions of structural linguistics and behavioral psychology. Learning in accordance with this approach involves mastering a number of grammatical structures-samples that are arranged in a certain sequence depending on the difficulty of their assimilation. As an example, the following structures can be cited: I have a family, Could you open the door. The structures are introduced sequentially, and their number covers the entire grammatical material being studied. The training of structures is carried out by students under the guidance of a teacher or individually in

language exercises for substitution, imitation, filling in gaps, etc.

According to the “English-Russian terminological reference book on the methodology of teaching foreign languages” [1], the structural approach in the domestic methodology is based on the concept of structure adopted by representatives of the Prague linguistic school. In this regard, the understanding of the learning process based on a structural approach in the domestic methodology differs from the point of view of Western methodologists: the structure and variants of its use in speech (its modification) are usually considered in the form of a structural group.

The structural group is “a set of functional transformations of the original structure, including, in addition to affirmative and negative structures, questions of all types and answers to them. <...> The structural group is not a sample of dialogue, but a set of structures to be jointly mastered in speech”, for example: The book is on the desk. The book isn't on the chair. Is the book on the desk? - Yes, it is. (No, it isn't.) Is the book on the desk or on the chair? - The book is on the desk. Where is the book? - It's on the desk.

According to G. V. Rogovoy [5], the training of the structure does not end with the performance of language exercises, but involves conditional speech and genuine speech exercises, the correct selection and organization of which ensure the mastery of language material for the purpose of its communicative use.

Foreign methodologists [2, 17] distinguish both positive and negative sides of the structural approach to

teaching. Thanks to this approach, the unit of instruction was allocated and grammatical models were refined, the sequence of primary consolidation of new grammatical constructions in the form of substitution operations on structural, or grammatical, models was developed. The structural approach provided the teacher with a set of models that were isolated from the traditional topics of normative grammar, and determined the sequence of training work with them.

At the same time, adherents of the structural approach underestimate the role of communication, misunderstand the automation of speech skills, and

often reduce it to memorizing models-stamps, which is not enough for the use of structure in speech. Learning in accordance with the principles of the structural approach makes it difficult to consciously choose the means of expression, does not contribute to the free construction of speech and speech creation.

Summarizing all of the above, we can conclude that there is no single approach to teaching the grammatical aspect of a foreign language. All approaches have their positive and negative features and complement each other in the learning process.

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