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COMMUNICATIVE METHOD OF TEACHING GRAMMAR

According to the Common European Framework of Reference for Languages, language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences. Competences are the sum of knowledge, skills and characteristics that allow a person to perform actions. General competences are those not specific to language, but which are called upon for actions of all kinds, including language activities. Communicative language competences are those which empower a person to act using specifically linguistic means [1, p. 9].

Grammatical competence, which refers to the ability to use the grammatical resources of a language, is an essential component of communicative language competence. Consequently, teaching grammar is an integral part of teaching a foreign language. Learning grammar is frequently associated with memorizing rules and practicing through controlled activities like drilling. However, grammatical competence can be efficiently developed due to communicative methods.

Communicative language teaching (CLT), which belongs to a group of combined methods, is focused on the learners' ability to use a foreign language as a means of communication in real-life contexts. The main priority is learning a language while practicing various skills in such types of communication activities in the classroom that should be as close to real-life context as possible.

In order to understand how CLT can be useful in teaching grammar, it is necessary to describe its main principles, the roles of teachers and students as well as kinds of classroom activities to develop communicative language competence in general and grammatical competence in particular.

The main principles of CLT can be summarized as follows: make real communication the focus of language learning; provide opportunities for learners to experiment and try out what they know; be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence; provide opportunities for learners to develop both accuracy and fluency; link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world; let students induce or discover grammar rules [2, p. 13].

CLT methodology emphasizes an active role of students in learning which is performed though communication and interaction as well as their responsibility for obtained results. The teacher's role can be described as a facilitator who is

responsible for monitoring the process of students' interaction, providing feedback and assistance if needed. This change of students' and teachers' role results in changing the dynamics of classroom activities, as teacher-centered approach should be transformed into predominance of students' pair and group work.

Teaching grammar with CLT requires a well-balanced combination of fluency and accuracy activities. According to Richards J. C., activities focusing on fluency reflect natural use of language, focus on achieving communication, require meaningful use of language, require the use of communication strategies, produce language that may not be predictable and seek to link language use to context. Activities focusing on accuracy reflect classroom use of language, focus on the formation of correct examples of language, practice language out of context, practice small samples of language, control choice of language and do not require meaningful communication [2, p. 14]. Accuracy activities are essential to develop grammatical competence. However, they should not predominate in teaching grammar. It is recommended to organize a sequence of accuracy and fluency activities to encourage students to use various language resources including grammar as communication tool.

CLT includes a wide range of activities which can be used for teaching grammar as well. They are the following [2, p. 19 -20]:

- Task-completion activities: puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.
- Information-gathering activities: student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.
- Opinion-sharing activities: activities in which students compare values, opinions, or beliefs,
- Information-transfer activities which require learners to take information that is presented in one form, and represent it in a different form.
- Reasoning-gap activities that involve deriving some new information from given information through the process of inference, practical reasoning, etc.
- Role play, in which students are assigned roles and improvise a scene or exchange based on given information or clues.

References
1.   *Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Cambridge: Cambridge University Press, 2001. 260 p.*
2.   *Richards J. C. Communicative Language Teaching Today. Cambridge: Cambridge University Press, 2006. 52 p.*