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USING WRITING SPEECH IN THE PROCESS OF TEACHING ENGLISH GRAMMAR

Abstract: In this globalization era, people purposes to reach knowledge in every sphere of life. For this goal a language is a key and the first step of learning foreign language begins to learn language grammar. The paper aims to identify the possibility of using written speech in teaching English grammar. The author turns to the research of functional linguistics. As well as it focuses on by analyzing some context-dependent grammatical structures of English written speech and utilizing authentic text materials in teaching such grammatical constructions.

Key words: teaching grammar at the sentence level, context, communicative competencies, grammatical structures, written speech.

Language: English

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Introduction

Most English educationalists are of the opinion that grammar should be studied as a phenomenon exclusively at the level of sentences. This approach can be considered both as not quite legitimate, and as having some negative consequences for the methodology of teaching grammar. In addition, the attitude to the grammar of the "sentence level" does not fit in any way with the concept of communicative competencies, which includes at least four interacting competencies: socio-linguistic, linguistic, speech and strategic [1].

Literature Review and Methodology of Research

Since communicative competence is the basis of the communicative approach in teaching, it is quite obvious that we go beyond the "sentence level" in our attitude to grammar and understand the relationship between morphological and syntactic types of language competence and various sociolinguistic and pragmatic aspects of speech competence. In this paper, an attempt is made to describe the nature of this connection by studying the speech functions of some grammatical structures in written English, namely demonstrative pronouns, two different types of modern models, turns with the grammatical filler "there" and amplifying constructions with "it". Teachers of English as a foreign language are not alone in their desire to limit the study of grammar to the level of sentences. Studies of morphology and syntax in modern linguistics are carried out mainly at the level of sentences. In addition, many formal linguists prefer to consider grammar as an autonomous and context-free system [2]. In contrast from them, functional linguists object to this approach and argue that in fact a very small number of" grammatical rules " are completely devoid of context [3]. They even compiled a list of rules of English grammar that are not burdened with context:

- Agreement between the subject and the verb;
- Agreement between the determinant and the noun;
- Using the gerund after prepositions;
- Reflexive pronominalization at the level of the subordinate clause.

Unlike this small list of matching rules, the vast majority of grammatical rules depend on certain

conditions related to the meaning context, situation, and/or speech context. Such grammar rules are certainly filled with context. By the way, not only English, but all languages have such pragmatic rules that depend on the context [4].

So, what, in our opinion, are some context-dependent grammatical structures in English written speech?

First of all, I would like to focus on demonstrative pronouns. How are English demonstrative pronouns presented in textbooks for English language learners? Basically, the presentation is based on the concept of "near – far", singular and plural forms, and the opposition of pronominal and forms used as adjectives. Therefore, students are offered suggestions for training something like this:

This is a textbook. Read this textbook.

That's a window. Close that window.

These are pens. Take these pens.

Those are doors. Open those doors.

Most often, the work with demonstrative pronouns ends here, which can be regretted, because the norms of using demonstrative pronouns are different for written and oral speech. In an informative letter, for example, the use of this / these assumes that the reader has access to the link object; its use signals that this topic will be continued or that the topic seems important and significant to the author. On the other hand, using that/those also assumes the reader access to the referenced object, but it can signal the end of a topic/discussion (that's that!), strict objectivity, the appeal to the past time, etc. Are the results of the study of demonstrative pronouns and adjectives in writing by American linguist Nishimura, who compared the texts of the book reviews and short essays and found that the use of demonstrative pronouns in book reviews is much more limited compared to essays [5]. Almost all demonstrative pronouns in the reviews had the form this/these (and very few cases of using that/those). In addition, most demonstrative pronouns were used as adjectives and simply referred to the bibliographic data of the reviewed book. As for short essays, demonstrative pronouns are used in them somewhat according to a different model. They referred not only to co-referent nominal groups, but also to whole subordinate clauses and groups of subordinate clauses. And although the forms of this / these accounted for most of the cases of use, a much greater variety of functions is noticed in the essays and a large number of cases of using that/those.

Modern forms in most of the methodological literature are taught and trained one form at a time at the sentence level:

Steve goes to school every day (simple present).

Steve went to school yesterday (simple past).

However, teachers often complain that even after repeated training exercises in these and all other types of modern forms, their students still they are equally unable to cope with their correct application in a sequence of interrelated sentences. They unreasonably jump from one kind of modern form to another when they write. And this is not surprising. The functions of many types of modern forms at the level of speech can be completely different from what students were taught about these forms at the level of sentences. For example, students are taught that the English tense is ideally suitable for the past tense preceding some period defined in the past, and without this reference it is devoid of any meaning: By eleven o'clock last night, Jane had already gone to bed. Even before graduating from university, Mary published a book. However, there are many examples similar to the previous one, where the past is completely optional, since the presence of the word before in the sentence itself guarantees that exactly the same meaning can be expressed using the simple past tense:

Before graduating from university, Mary published a book. But this statement will not be true if we change before to when. In this case, the meaning of the sentences will change depending on whether we use a simple past or a perfect past:

After graduating from university, Mary published a book. After graduating from university, Mary published a book. Much unexpected use of the past perfect tense in it can be found in written English speech. Although not very often, but the authors use this time to describe the purpose of their narrative: Students sat in the stands of the Poly Pavilion, watching the teachers enter in their caps and robes. Dignitaries continued to arrive, while the orchestra played a festive melody for the audience. Under the cheers the president entered the crowd and took the place assigned to him on the podium. The celebration of the 75th anniversary of the University of California at Los Angeles has begun. In this story, the narrative is conducted in the past simple time, but the climax is expressed through the past perfect time. In the last sentence of the text, the action of the verb is not preceding, it simply sums up everything that has been described above, and it can be considered a culmination.

Sentences with the grammatical term "there"

In the practice of teaching English, the oral use of sentences with "there" - the subject-is taught in relation to a pronounced physical context, all at the level of the sentence, while the speech function is either given very little attention, or it is not considered at all:

There is a ruler on the desk.

There are two pens on the table.

Results and Discussion

Analyzing the text database of written and spoken English, Lloyd-Jones found that such a locative use of the turnover was only about ten percent of all cases of use [6]. So what are the main functions of this turnover in written speech? E. Aler, for example, has data that in written English, out of 100

cases with a filler "there is " only one at the sentence level, and all the others had a speech function [7]. In its text database, the main speech function of the turnover there was the introduction of the main topic with its subsequent development, as, for example, in such a text from a textbook on road construction machines: There are different types of shovels depending on the shape of the shovel and the direction of digging. We distinguish between front and rear shovels, bulldozers, as well as draglines, scrapers, etc. For example, a shovel becomes a bulldozer if its bucket is replaced by a blade. In accordance with the principle of operation and the nature of the working process, all shovels can be both intermittent and continuous [8]. Scientist Aler discovered another model of the use of turnover, which, unlike the above-mentioned deductive, is inductive, i.e. first come the details and features, and a generalization with a turnover is concludes the topic, as in the following excerpt from a textbook on economics:

The establishment of a single product price on the international market is illustrated in Fig. 36-2. In the left half of the figure, we see the supply and demand of the product in question in the United States; on the right are the UK demand and supply schedules for the same commodity. With no foreign trade of the good, the US equilibrium price would be OP, with the quantity OM exchanged; and in the UK, eguilibrium price would be OP" and quantity OM'. But with trade – and with neither costs of transportation nor tariffs nor other restrictions on trade – then the US and the UK become a consolidated market. In this larger single market, there is an equilibrium price at which total (US plus UK) quantity demanded is equal to total quantity supplied [9].

Scientist E. Aler highlighted another turnover function with there – the enumeration function, when very specific things are listed, which are often marked by a turnover with the filler there. A similar example is found in the same textbook on economics:

It is illustrated that a case of complete factor-price equalization consistent with our assumptions. These assumptions include:

1. There are only two productive factors, labor and capital, each of which is "homogeneous" throughout the world.

2. A given commodity has a single production function.

3. There are only two commodities, both produced with constant returns to scale.

"it" reinforcement structures.

In English grammar textbooks, such sentences are presented very rarely, and if they are presented, then the exercises are usually at the level of sentences and are purely mechanical in nature:

The girl can play the piano.
-It is the girl who can play the piano.
-It is the piano that the girl can play.

The most advanced textbooks provide minimal context and highlight more the juxtaposition function, most often inherent in amplifying constructions with "it":

A: Are you concerned about the money?

B: No, it's the people that I'm concerned about.

But nothing is said about how this construction is used in written speech, in which it is used most often. When a word is highlighted using an it construction at the very beginning of a paragraph of the text, the author sends a signal that this word will be the main topic in the paragraph: It is because of high speed of loading and unloading and the efficiency of transportation that the container has been introduced in many countries. Today, the Inter container partners include the railway administrations of European countries in Western and Eastern Europe in order to develop an international transport network with refrigerated containers. In recent years the speed of both passenger and freight traffic has been considerably increased [10]. When this construction is used in the last sentence of the last paragraph of the written text, then, as a rule, the author sums up the above, makes some conclusions or conclusions, for example:

The arrangement and operation of freight trains have little in common with those of passenger trains. As to the passenger trains working the most important factors are constant. There are no constant factors in freight train operation. Cars are loaded at thousands of different points for thousands of different destinations. They can reach their destinations only in the form of trains with other cars which share part of their journey. Marshalling yards are the means by which cars are assembled into trains. It is here that freight cars are formed into trains [11].

Conclusion

In conclusion, I would like to note that we do not at all urge to abandon the introduction of grammatical rules and training exercises with the help of individual sentences when teaching English grammar. It is probably necessary to take into account the level of language proficiency of our students. We believe that for a more advanced level of proficiency, there is a need to teach them such grammatical rules that will contribute to a better understanding of English written speech when reading texts and writing, because a clear idea of it is very important when and for what a particular design can be used. I would like English grammar textbooks to contain such authentic teaching materials.

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