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## ОСОБЛИВОСТІ ВИКЛАДАННЯ ГРАМАТИКИ АНГЛІЙСЬКОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

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УДК 371.315:811.11

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*Деякі спеціалісти вважають, що викладання англійської мови за професійним спрямуванням не повинно бути пов'язано з викладанням граматики. Однак, якщо студенти зіштовхуються з такими граматичними труднощами, які перешкоджають розвитку важливих мовних навичок, стає необхідним приділяти увагу таким труднощам.*

***Ключові слова:** мовні навички, точність, плавність, функціональні підстави, перетворення речення, переміщення значення, логічна спорідненість, буквальне чи метафоричне значення.*

*ESP is often said to be not concerned with grammar. However, when students have grammatical difficulties that interfere with important language skills, it is important to pay some attention to those difficulties.*

***Key words:** language skills, accuracy, fluency, functional considerations, sentence transformation, shift of meaning, logical relationship, literal or metaphorical meaning.*

ESP is often said to be not concerned with grammar. However, when students have grammatical difficulties that interfere with important language skills, it is necessary to pay attention to those difficulties. In the present article some grammar issues are viewed, typical students' errors are pointed out and possible suggestions are regarded in different special applications.

Direct teaching of grammatical terms would be required, if priority is given to accuracy rather than fluency in using the language. Grammar problems seem to be common in many ESP courses as the explanations and examples are given in many

scientific and technical contexts. These are tense and voice, modals, noun compounds, articles, logical connectors, prepositions, phrasal verbs.

**Articles.** The articles (*a/an, the, zero article*) present a persistent difficulty, especially for students whose native language does not have such grammatical category. Specialists have common opinion that for better understanding and correct usage articles should be taught in context, not in isolated phrases or sentences, as they can often be predicted via first rather than second mention of the noun phrase. Articles should be taught systematically and frequently, in small doses, until their use becomes as automatic as possible. One special application occurs in measurement contexts where the indefinite article *a* is used with normally uncountable noun:

*Water temperature decreases with submersion.*

*A temperature of 5°C was measured at 100 m.*

**Verbs and Tense.** To talk about key grammatical forms that have to be taught in ESP courses one of the most important is tense, of course. So, which tenses should be taught within the limits of each specialist course? Many studies in this field led to the conclusions about which verb forms and tenses predominated in scientific and technical English. Any grammatical work done on the verb in EAP, for example, should concentrate on the present simple, active and passive voice. For example, the use of present perfect may be very important in the academic article, where the tenses are used in the following sections: Introduction – Present Simple or Perfect, Method Description – Past Passive, Discussion or Conclusion – Past for Result and Present for Comments. A good example is describing graphs. The language required to describe trends and compare statistics varies. There can be used either Present Continuous or Past Simple:

*The line of sales is going up/down according to the graph.*

OR *Sales dropped dramatically in March, then shot up in summer.*

Present and Past Continuous:

*By the end of the year prices are leveling out.*

OR *At the end of the period sales were peaking.*

The idea that scientific or academic writing uses the passive voice more frequently than the active is a myth. What is true is that such writing uses the passive

voice more frequently than some other types of writing. The choice of active or passive is constrained by functional considerations; writers tend to use the we-form when they describe their own procedural choices (e.g., *we selected certain materials for detailed study, etc.*), but the passive when standard procedures are being described.

The passive voice accounts for approximately one third of all verb forms in scientific writing. Students show the most common error which is the failure to include *be* in the passive verb structure. While the transformation of any sentence from active to passive may be helpful to indicate the shift of meaning when the accent is made on the action itself but not on who makes it, a far more useful exercise is one in which the student must choose whether a given verb should be passive or not. Typical errors that arise from such an exercise include the confusion of *used to* for *be used to*, *comprise* for *be comprised of*, and the incorrect forms *is happened*, *is occurred*, *is consisted of*, and *is resulted in*. In general, the subject of the controlling sentence in a paragraph determines the use of the active or passive voice. In this example from a student composition,

*Heat exchangers are very common in the chemical industry, and we can also find them in many domestic capacities.*

the verb *find* should be passive as the subject *we* is clearly of less importance than the object *them*.

*Heat exchangers are very common in the chemical industry, and they can also be found in many domestic capacities.*

**Modal verbs.** Modal verbs like *must* and *should* have to be used to talk about problems and suggestions. An example can be given with engineering students when the teacher can give the list of problems that are possible in engineering workshops or laboratory, like: *uneven floor*. Then ask students for suggestions about other different places where the problem is the same, then ask them to give advice and drill modal verbs *must* and *should* like this:

*The floor must be even* (suggest – where is it necessary?)

Uneven floor . *The floor should be even.* (suggest – where is it advisable but not necessary?)

Inadequate ventilation. *Ventilation must be adequate* (where? – in a chemical laboratory, etc.)

*Ventilation should be adequate* (where? – in a classroom, shop, etc.)

The aim is that by the end of these activities students realize that they can find the language useful in any everyday situation.

**Logical connectors.** Logical connectors like *moreover, however, therefore, due to* are generally seen as a key to understanding the logical relationship in texts in therefore relevant to the teaching of reading, listening and writing in ESP. How to teach students to use logical connectors? We found the best way to suggest sentences and ask students try to use the appropriate connectors:

*The accident happened. Worker's carelessness. The supervisor was not present.*

*The accident happened because of/due to worker's carelessness. Moreover/In addition, the supervisor was not present.*

**Phrasal verbs. Prepositions.** Many common phrasal verbs have a variety of meanings, some literal and others have metaphorical. To analyze form and meaning students should look at some contextualized examples:

*Transformers step up the voltage.*

*As the car slows down, kinetic energy is converted to heat.*

*Car wheels are ventilated to cool down the brake discs.*

*The accident occurs after the plane took off.*

*The alarm goes on if a window is broken.*

The experience shows that the most common prepositions used in technical English are *up, down, on, off*. So the teacher can give a variety of context examples of these.

**Compounds.** In this section it is advisable to show students that to describe a noun in greater detail we can use adjectives, but nouns can be used as well, like *an air motor – a motor which uses air, carbon steel – steel which contains carbon, a foot pump – a pump which is operated by foot.*

Shape description : *a star shaped detail, a hand shaped sign, etc.*

Other: *computer-related career, room-sized computer, sugar-based cereal, precision-built car, self-taught computer expert.*

It is necessary to point out to the peculiarities of translation when first students have to identify the main noun that is described by other nouns having the same position in the sentence as adjectives usually do.

**Conclusion.** To sum up we would like to point out that within ESP courses teachers have to face with great problem teaching grammar as it should be limited to specific topics students need in their profession. So the main task of ESP teacher is to show the students the shortest and the most efficient way of applying grammar structures not only within the limits of their profession but also to show how it can help them to use the language they study in ESP classroom in everyday life. In other words, the teachers should be kept to an absolute minimum.

More over, the majority of students find grammar lessons boring, some students find them useful but really hard work. In order to make grammar more interesting for students, they should be allowed to work out the meaning and the rules of the grammar for themselves. To fulfill this and make every lesson successful teachers should provide the context that can help students to elicit the target language, help students to say the target language, provide a written record and, of course, personalize the target language, help students to understand the communicative importance of grammar, so that students will know that they have learned some new item of language that they can genuinely use for their professional and own purposes.

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