

## Bridging the Gap between Grammar and Conversation in Korean College English Conversation Classes

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College students frequently feel their grammar knowledge from primary and middle school is not useful when they are asked to speak in college conversation classes. Because of their frustration at their lack of communicational ability as well as inappropriate teaching methods and class textbooks that have little to do with the student's major course of study, the student often has a low motivation to study. It is not uncommon for students to seek English education outside of their college classrooms by going to language institutes or studying abroad. College teachers need to find a way to use the student's background in grammar from primary and secondary schools. Despite the student's sentiment about his/her grammar education, grammar is an essential key to successful English conversation. Some ways that teachers can close the gap between primary and secondary school grammar education and college conversation classes are: to use a theme-based methodology, cue cards, and modeling. Activities such as Grammar Clinic, Grammar Police, and Show and Tell can be effective ways to bridge this gap. Teachers can use these activities and methods to correct such student errors as: incorrect word order, missing or unnecessary *be* verbs, confusion between *be* and *do* verbs, subject-verb agreement, and incorrect tense.

## I. INTRODUCTION

Modern Korean society stresses globalization as an essential survival strategy economically, politically, and culturally. One aspect of globalization highlights the need for English competence in Korea. As a result, English is taught as a compulsory subject from the third grade of elementary school through high school and is a required subject at the college level as well. In addition to educational requirements, many Korean companies require that recruits possess certain English skills as well as requiring sufficient scores on standardized tests for both hiring and promotions. English is no longer just an option in college but a requirement in modern Korean life.

Many college students are not satisfied with the standard of English education at their college or university. College English conversation classes often fail to get the student's attention even when the student is highly motivated to acquire English, and subsequently the class fails to improve the student's communicative competence. Consequently, in recent years it has been popular for college students to enroll in private language institutes or go abroad to study. The reason for this trend is due to two major failures of English conversation classes in college. These reasons are irrelevant topics as well as insufficient use of the student's grammar background in English from primary and secondary school.

This paper provides examples of how teachers can improve college conversation classes for students by using different methodologies, strategies, and activities.

## II. THE TWO MAJOR PROBLEMS IN COLLEGE ENGLISH CONVERSATION CLASSES

Irrelevant topics and the lack of connection between the student's grammatical background knowledge and conversation in class are two of the most significant problems in college English conversation classes in Korea.

First of all, irrelevant topics can be a major stumbling block in the college classroom in that they usually fail to get the student's attention. Students are much less likely to be inspired to study or communicate using English if the material they are to learn is not interesting to them. Based on my experience, text books used in conversation classes are not chosen depending on the student's major. Instead, the books focus on general English content using situational dialogues or key structures for memorization. Of course students need dialogues and key structures, but these should be based on a theme such as music or architecture and concentrate on conversation, not general English presented in an English as a Second Language scenario.

Another reason is that students do not use their English knowledge from primary and secondary school while studying English. Although they already have some English grammar from previous education, they do not seem to utilize that knowledge, or use it very little.

Traditionally English is taught in primary and elementary schools through the Grammar Translation method, which uses readings which teach grammar and vocabulary. This method focuses on translating English into Korean in written form rather than achieving communicative competence. Most English classes in primary and middle school are taught in Korean by a Korean teacher. Although the importance of communicative methods has been emphasized in recent years, based on my experience, many primary and secondary school students still learn

English through traditional grammar translation exercises.

As a result of the widespread use of the Grammar Translation method, most college students have difficulty producing and comprehending spoken language in class even though they have an adequate knowledge of grammar and vocabulary. Since most of the time the focus in an English class is conversation, students often get frustrated with their lack of actual ability to communicate. Sometimes students complain that they wasted their time by memorizing English grammar rules, which are not helpful, in their opinion, to achieve communicative competence in English. Due to the fact that students think grammar has nothing to do with conversation, the grammar learned in elementary, middle, and high school has been overlooked in both importance and usefulness in conversation.

### III. NEEDS IN ADDITION TO LANGUAGE SKILLS OF KOREAN COLLEGE STUDENTS IN LEARNING ENGLISH CONVERSATION

The needs of the students' language can be addressed by the four types of communicative competence: grammatical, sociolinguistic, discourse, and strategic competence (Canale & Swain, 1980). Brown (1994) states that communicative competence is "that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts" (Principles, p. 227) Even though students need to improve their skills in discourse such as text linking devices and strategic competence, the main concern should be accurate grammatical usage in meaningful communication. Grammatical competence reflects "knowledge of the linguistic code itself and includes knowledge of vocabulary and rules of word formation, pronunciation, spelling, and sentence formation" (Scarcella & Oxford, 1992, p. 72).

There are needs of college students in learning English conversation in addition to learning language skills. Students need a positive attitude toward their previous English education. College students are barely able to communicate with native speakers after they have used a few memorized expressions such as *Hello. Nice to meet you. How do you do? I'm fine, thank you, and you? What is your name? How old are you?* These are the most commonly spoken English sentences I have encountered in my classes. Once the students have uttered the aforementioned expressions they become silent until they are asked a question.

Students say that because they know only grammar, they are not capable of saying anything in English, when in fact, Korean students do not speak in class because they are afraid of making mistakes in front of their peers. Although students complain that they know only grammar, grammar is vital because it is the structural backbone of a language. In my opinion, students possess many building blocks of English such as vocabulary, grammatical structures, or the previously mentioned *pet* sentences (*What's your name? How do you do?*), but they do not know how to combine them into structures to communicate. The key to communication is not the memorization of new expressions but the reflection and utilization of the grammar rules that are already in their schemata. If students are positive about their grammar knowledge the actual process of communicating will be much easier. Therefore, teachers should discuss the student's grammar knowledge, elicit it in their conversations in the classroom, and encourage students to use it in their conversations by using appropriate methods. Before a discussion of techniques to stimulate students grammar knowledge and how to relate it to the conversation, we must first develop a rationale.

## IV. RATIONALE

In order to address the college student's problems and needs through relevant topics that stimulate the student's intrinsic motivation, using theme-based instruction appears to be an appropriate way to capture the student's attention. Theme-based instruction is one type of content-based instruction, the other types include immersion, sheltering, and adjunction. Content-based instruction is "the integration of particular content with language teaching aims" (Brinton, Snow, & Wesch, 1989, p. 2). According to Robin and Rebecca (1992), the main goal of content-based instruction is to "assist students in developing communicative competence in the L2 (Second Language), which means the ability to use the language effectively, appropriately, and accurately in a variety of settings" (p. 88). The secondary goal is to teach concepts and terminology relevant to a given subject area.

In theme-based instruction, a language class is structured around a theme which reflects the student's interests, needs, and academic goals. Cele-Murcia asserts that theme-based instruction is particularly appropriate for an EFL college setting, in which most students share a common goal of studying English (1991).

Brown states that theme-based instruction applies the principles of automaticity, meaningful learning, intrinsic motivation, and communicative competence. In content-based teaching, Brown distinguishes between strong and weak versions (Teaching, 1994). He explains the strong version of content is focused entirely on the subject-matter. On the other hand, the weak version of content-based teaching, theme-based instruction, gives equal value to both content and language objectives. The goal of college English classes is to develop the student's communicative competence, especially grammatical competence, through a theme which is interesting and relevant for the student's major. It is not

to focus more on subject-matter than English.

Theme-based instruction is appropriate in college English classes rather than sheltering, adjunction, or immersion because Korean students study in an EFL situation, whereas, sheltering, adjunction, and immersion programs are designed for situations in which whole programs are usually taught in ESL. Furthermore, Oller, as cited by Richard-Amato (1996), argues that if a text is motivating and structured episodically, it becomes more easily internalized by students in addition to making the class material more interesting and more absorbable to the students. A theme-based method may also make it easier for students to bridge the gap between their grammatical background and conversation.

To address my students' problems with the lack of connection between grammar knowledge and conversation, I believe grammar consciousness-raising activities, as recommended by Fotos (1994), are appropriate for class. Fotos says grammar consciousness-raising tasks combine the development of knowledge about problematic L2 grammatical features with the provision for meaning-focused use of the target language. Grammar consciousness-raising tasks should be introduced when problem structures have been identified. Errors with problem structures that are to be brought to the student's attention through grammar consciousness raising activities will be selected according to Yorios recommendations, as cited by Richard-Amato (1996). Yorio argues that systematic errors that are stationary or regressing are the ones that should be addressed, rather than random errors. Deciding when to use instructed grammar to remedy errors is also very important. For example, if the student has sound production and/or vocabulary problems, these need to be addressed before instructed grammar. Pienemann, in his Teachability/Learnability Hypothesis states that instructed grammar helps the learner if the learner is developmentally ready to incorporate the structure being taught and the structure is presented in a stimulating and interesting way. For example,

the teacher can observe students' responding, questioning, and participating.

In order to support consciousness-raising tasks and error correction in class, teachers should create an affective climate in which appropriate anxiety levels and affective filters exist. Brown suggests that teachers give students not only cognitive feedback about their linguistic output but also affective verbal and/or nonverbal feedback (Teaching, 1994). For example, the teacher should comment, *That's good, but...* rather than *Wrong*.

As tools to fulfill these concerns, I prefer group work because Korean students feel much more comfortable when they work as a member of a group rather than as an individual. Brown(1994) argues the advantages of group work are, "generating interactive language, offering an embracing affective climate, promoting learner responsibility and autonomy, and promoting individualized instruction" (Teaching, pp. 173-174).

## V. EXAMPLES OF THE GAP BETWEEN GRAMMAR AND CONVERSATION IN A CLASS

Despite years of education in English grammar, students have some difficulty when it is time to speak English in a college classroom. Most of the mistakes made by college students while listening or speaking seem to be come from a gap between their grammar knowledge and their ability to apply that knowledge when speaking or listening. There are many student errors that teachers encounter in college classrooms, and many of them seem consistent from class to class and level to level. The most common errors I have encountered in conversation classes are: incorrect word order, missing or unnecessary *be* verbs, misuse of *be* and *do* verbs, subject-verb agreement, and incorrect tense.



## 1. Word Order

When speaking, students frequently use incorrect word order because of their native language syntax. For example, in one of my classes I heard a student say the sentence *I pizza like*. It is not uncommon for students to use the SOV Korean word order instead of the SVO English word order. *Poor my father* instead of *My poor father* is another example of incorrect word order. In this case the error is caused by the misplacement of the adjective. Although incorrect word order is an easy mistake for students to make, their mixed-up sentences are difficult to comprehend even when they are simple SVO sentences. As students start to make complex sentences by adding modifiers and conjunctions, correct word order becomes more important. For example *He studies usually the library in Sunday on* is much more difficult to understand and correct than *I pizza like*.

## 2. Missing or Unnecessary *Be* verb

Students often omit the copula *be*, especially if a sentence has a gerund or adjective to describe motion. For example, *He going to go home* instead of *He is going to go home*, or *I happy* are both frequent kinds of errors encountered when students are writing dictations or speaking. As a non-native speaker, it is difficult to hear the *be* verb. To fulfill the sentence, students must use their grammatical schemata of sentence structure: Sentences must have a subject and a verb. To indicate future tense, students must know that they can use *will* or *be + going*.

The opposite of a missing *be* verb is too many *be* verbs. Another common mistake from students is *He is go to the store* instead of *He goes to the store* or *He is going to the store*. Here the student can correct their error by applying the rule *be + -ing verb* or the SVO rules that they have learned in primary and secondary school.

### 3. Misuse of *be* and *do* verbs

Students often substitute the copula *be* for the *do* verb when forming questions. *Are you like hamburgers?* or *Where are you live?* as opposed to *Do you like hamburgers?* and *Where do you live?* are frequent mistakes. Once again, they learned the rule while in primary or secondary school, but are not able to apply it in a conversational situation.

### 4. Subject-verb Agreement

When the rule is reviewed using the simple drill of I *do*, you *do*, he \_\_\_?, students correspond automatically with *does*. However, when they are actually speaking they often fail to generalize the rule. For example, students might say *Do he go to the school?* or *He drink beer*. Even after a student matches she *eats* and they *eat* in a drill or written exercise, he may still produce an incorrect sentence like *She eat pizza* when speaking.

### 5. Incorrect tense

Students often use incorrect tenses when speaking. Students will make simple tense related mistakes such as *I play baseball yesterday*. Another mistake students make is to start a sentence using the correct tense but then change tense when it is not appropriate. For instance, *I went to the library yesterday and then meet my friend, later we drink soju*. One of the reasons that students use incorrect tenses is because tense is not as strictly adhered to in Korean as it is in English.

## VI. HOW CAN WE IMPROVE COMMUNICATIVE COMPETENCE?

The purpose of learning English conversation is to understand English and to produce it appropriately depending on the situation and people. Of course, there are a number of methods to fulfill this purpose; however, the major concern is finding which one is the most practical and easiest to achieve for the student. Ideally, students should be exposed to environments where they can produce the target language and receive *comprehensible input* to improve their English. However, students rarely ever speak or hear English outside of the classroom.

Here are some suggestions to address the two major problems in an English conversation class.

### 1. Theme-based instruction

In order to increase the student's intrinsic motivation, theme-based instruction should be used in class. College students want to learn practical English that is related to their major course of study. For example, music majors have different course work which should be considered in the English classroom. Teachers should consider the student's major when designing the class.

Here are three examples of theme-based instruction related to the student's major. This approach would apply for other majors as well.

#### 1) Music Major

Music majors would be much more interested in learning English that is related to music, and because of their heightened interest, their motivation and in turn their performance would improve. Therefore, I would choose musicals as a theme for music majors because a musical

has a similar episodic structure to an opera, which music majors are familiar with and have to study academically, and musicals have more authentic and colloquial dialogues than those of the opera. Oller, as cited by Richard-Amato (1996) argues that if a text is motivated and structured episodically, it will be taken in more easily. Also, students will identify with the characters emotionally, thus leading to increased intrinsic motivation.

I would choose musicals such as *Showboat*, *My Fair Lady*, and *The Sound of Music* that have corresponding novels such as *Showboat* by Edna Ferber, *Pygmalion* by George Bernard Shaw or *The Van Trapp Family Singers* by Maria Von Trapp. The students could read one of the novels as homework. In class students could watch the musical counterpart of the novel they have read. After watching the musical and reading the novel the students should be able to make a comparison between the novel and the musical. From this comparison the students could begin to understand the differences between written and spoken English. Because Korean students' reading and writing are typically better than their listening and speaking, students will be able to manufacture some strategies for improving their spoken English by using their reading and writing abilities.

## 2) Tourism Majors

As in the case of the music major, the tourism major would probably be more motivated to study English that relates directly to the his/her major. Tourism majors would have to be familiar with a tourism specific vocabulary and language. Such vocabulary and language would not be limited to *Excellent Bus* or *Meet in the hotel lobby at 4:30*. The tourism major may need to be familiar with English for explaining Korean culture and history, giving directions, giving advice on restaurants and accommodations, changing money, and buying souvenirs.

An appropriate theme for the tourism major could be a guided tour. A guided tour could provide some practical language for the tourism major. A final project for a tourism class could be a mock guided tour in English. One student could be a tour guide and the other students may want to ask questions such as *When did the occupation end?* or *When was Kyongju the capitol of the Shilla Kingdom?* In addition to such content based questions, the teacher and students may monitor the mock tour guides grammar, pronunciation, or syntax, providing feedback on language and content.

### 3) Fashion Design Majors

The Fashion Design major, like the Music and Tourism major, would also benefit from having major-based content, activities, and language. Simply because of the nature of the fashion industry, the teacher of an English Conversation for Fashion Majors class may want to concentrate on visual stimuli. A good activity for Fashion majors might be to watch a fashion video without any audio. After watching the video the teacher may want to elicit some vocabulary or categories from students. Categories might include color, fabric, designs, mood, or color coordination. These categories in turn may serve as chapters or units to be focused on throughout the course.

## 2. Appropriate Activities

The other problem is the gap between the college student's grammatical knowledge and their speaking. The teacher should consider the importance of using the college student's knowledge of English structure from primary and secondary school. Teaching conversation with the student's background grammar is much easier and more practical and

will yield greater results than by learning through watching movies or listening to pop songs.

Movies may function well as supplemental material, but they lack the efficacy to be used as a main source of information in a conversation class. Students may appear to understand movie dialogue more than they actually do because they are able to find meaning in the character's actions and figure out what is happening through contextual clues. For example, *Rambo* and *Love Story* are not good movies to develop English conversation skills. Pop songs also have little instructional value in a conversational class due to the nature of the lyrics. The lyrics from pop songs are often based on the rhythm of the song and rhymes instead of meaning or grammatical accuracy. For example, contemporary rap music and heavy metal are not appropriate for English conversation learning. The meaning of a song's lyrics are often subjective and abstract, so that even though students may understand the lyrics, the meaning of the song will be different from student to student.

The teacher should encourage the student's grammar knowledge learned in primary education by doing exercises and self or peer-correcting in a communicative way. There are several techniques and activities useful in class, based on my experience with my students, for raising grammatical awareness.

## 1) Techniques

### (1) Cue Cards

Cue cards contain grammar points like DO/BE, SVO, PAST, or PRESENT. These cards are intended to alert students to their mistakes and foster self correction. For example, if a student says *I go to school yesterday* the teacher could hold up the PAST card, without saying

anything. The student would realize that he/she has made a mistake when the teacher holds up a cue card. Once the student realizes he/she has made a mistake it is up to the student to correct it. In this case the student should know he/she needs to use the past tense and change his/her sentence to *I went to school yesterday*. The point of the cue cards is to provide a hint of what mistake the student has made without giving the answer. Cue cards can raise a student's grammatical awareness as well as encourage self-correction.

### (2) Modeling

This is another way for teachers to correct students' mistakes. In this case, the student might say *Are you want to go home?* Instead of overtly correcting the student, the teacher could ask the student *Do you want to go home?* or, if the student says *I'm go to the school*, the teacher could respond with *Oh, you're going to the school*. A positive aspect of modeling is that it allows the teacher to correct the student without embarrassing him/her, which is an important consideration when teaching Korean students.

### (3) Alternative Expressions

Another way to correct a student is through alternative expressions, which is a form of peer correcting. If a student says an incorrect sentence such as *He is listen to music* the teacher could try to elicit other ways of saying the sentence from the other students. The other students may say such sentences as *He is listening to music*, *He plays music* or *He hears some music on the radio*. By using alternative expressions to correct sentences the teacher can develop the student's communication strategies, get them to think in English, and correct them without embarrassing them or making them lose face.

## 2) Activities

### (1) Grammar Clinic

The purpose of this activity is to raise the students' grammar consciousness through peer correction. It should be done once per month.

#### ① Preparation

- a. The teacher needs to write grammatically incorrect sentences on a sheet of paper. The incorrect sentences could be based on mistakes students have made in previous classes, which the teacher should have made a short record of prior to the Grammar Clinic activity. Incorrect sentences are the condition that the *patient* suffers from.
- b. Cue cards: They contain several grammatical points that the students have already learned in class such as missing *be* verbs and *word order*. Cue cards can be used to diagnose the *patient's* condition.
- c. Cure paper: Each team has to write down and hand in their corrected sentences.

#### ② Procedure

- a. The class is divided into teams of 8 students. Each team is in turn divided into two groups: 4 Doctors and 4 Patients. The Patients have several grammatically incorrect sentences (conditions) and the Doctors have several cue cards (potential cures). The groups are not supposed to show their cards to the other members.
- b. A Patient chooses one of the conditions and reads it to the Doctors. A condition might be the sentence *I am usually study on Thursday*.
- c. The Doctors have to diagnose the incorrect sentence by giving the corresponding grammar point to the patient by showing the appropriate cue card. In this case, the diagnosis should be subject-verb agreement.



- d. The Patient has to come up with a correct sentence based on the Doctor's diagnosis. Here the patient should produce the sentence *I usually study on Thursday.*
- e. The Patient and the Doctors have to agree on the correct sentences and write them down on the cure paper.
- f. If a team finishes early, the Patients have to make their own sentences or dialogue and ask the doctors to diagnose their sentences.
- g. Each team hands in their corrected sentences at the end of the activity. The teacher should check the cure papers for accuracy.

### ③ Follow-up lesson

The teacher should give students feedback and review some grammatical points, if necessary.

### ④ Comments

Grammar Clinic can be an effective activity for closing the gap between a college student's grammar knowledge and conversational ability. The strength of Grammar Clinic lies in the fact that the students must correct their mistakes when speaking and then write them down to reinforce the grammar structure they are learning.

## (2) Grammar police

This activity is similar to the Grammar Clinic activity because the purpose is to raise the student's grammar consciousness through peer correction. The difference lies in the presentation rather than the purpose.

### ① Preparation

- a. The teacher needs to make two sets of cards. The *crime* set

consists of cards with a word on one side such as the word *watch*. *Punishment* cards have appropriate punishments such as *miss a turn*, *go to jail*, or *say 3 correct sentences*.

- b. The teacher must explain the rules to the class. A knowledge of the students' strengths and weakness is of the utmost importance for this activity.
- c. A set of cue cards identical to those in the Grammar Clinic may be used, particularly if students are at an early stage of learning the target structures.

## ② Procedure

- a. Students are divided into two groups. The two groups are *citizens* and *police*. An appropriate ratio for this activity might be 3 or 4 Citizens for every Police officer.
- b. All of the students sit in a circle with the Police sitting together at a table. The crime cards and the punishment cards are face down on the police table.
- c. A Citizen draws a crime card and produces a sentence using that word. For example, if the word on the crime card is *watch* (as a noun), the citizen may say a sentence such as *You have a watch*, *I wearing a watch*, or *I like to watch TV*.
- d. The Police decide whether or not a crime has been committed. If the Police feel the sentence is correct as in *You have a watch* then the Citizen may keep their crime card and receive 1 point for each crime card at the end of the game. If the Police believe the citizen has produced a grammatically incorrect sentence like *I wearing a watch* they should give the Citizen a punishment card. Likewise *I like to watch TV* is incorrect even though it is grammatically correct. The punishment may be *lose a turn*, *go to jail*, *make 3 correct*

*sentences using a crime card*, etc. The optional cue cards may be used by the Police to indicate the nature of the error made by the Citizen or to be given as a prompt so that the Citizen can have a second chance to produce a grammatically acceptable sentence.

- e. Citizens must keep track of Police conduct. The teacher or the Citizen may make a rule such as if a Police officer lets too many guilty Citizens go without punishment or punishes too many innocent Citizens, he will have to take a punishment card, become a citizen, or go to jail. For example, if a Police officer gives a punishment card to a Citizen for the sentence *You have a watch* but does not punish a Citizen for the sentence *I wearing a watch*, that Police officer may be forced to take a punishment card.

### ③ Follow-up lesson

This could be the same as the Grammar Clinic activity.

### ④ Comments

Grammar Police is another way to bridge the gap between a student's grammatical background and conversational ability. Like Grammar Clinic, it is mostly an oral activity and the gamelike atmosphere should allow the student to relax and lower his/her anxiety level.

### (3) Show and Tell

This activity can be adapted to reinforce learned grammar structures.

### ① Preparation

- a. The teacher needs to explain that the student must bring something from their personal life to class. Students usually like to bring pictures, stamp collections, musical instruments, etc. to class. Anything that is appropriate for class, in reasonably good taste, and

attention getting will work effectively for Show and Tell.

- b. In order to make Show and Tell into a grammar-centered activity, teachers may want to use a set of cue cards described in the previous activities to make students aware of their mistakes and encourage self-correction.

## ② Procedure

- a. Each student must make a short speech in front of the class about the personal item they have brought to class. The length and depth of the speech will depend on the level of the student.
- b. Students in the audience will ask the presenter about the personal item. Students might ask the presenter questions like *Who is standing next to you in the picture?* or *Are you like stamps?*
- c. The teacher may decide to use cue cards when either the presenter or audience members make a grammatical error. In the case of the student asking *Are you like stamps?* the teacher would hold up a DO/BE cue card to encourage grammar-consciousness and self-correction. It is very important that the teacher consider the anxiety level of the students, especially the student who is presenting to the rest of the class. If the teacher is too critical, the presenter will be reluctant to speak and answer questions from the audience members. If the teacher is too critical of the audience members, those students will be afraid to ask questions and Show and Tell will not be an effective activity.

## ③ Comments

One of the strengths of Show and Tell is that it allows students to talk about something from their personal lives. Personalizing some grammatical structures can increase the student's motivation and may increase the potential for internalization of grammatical rules.

## **VI. CONCLUSION**

Korean college students are often frustrated with their lack of English conversational ability. This frustration comes from the gap between their grammar background and their college conversation classes. Although the difference between a student's grammatical knowledge and conversational ability may seem wide, they are not and should not be separate entities. As teachers we should use the students' grammar background to increase his/her conversational ability. Although this task may seem impossible, it can be achieved through a number of methods and activities. By engaging a student's background grammar, as well as his/her interest and motivation in college conversation, the teacher will be able to improve the student's communicational ability.

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