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English Language Learning Prospects:

A Reflection on English Grammar Functionality and Oral Speech

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ABSTRACT

The present work reflects upon English learning as a foreign language and suggests a number of modifications which can be contemplated to reinforce active participation during lessons. In order to promote oral speech, a practical vision of grammar will be explored to reach a constructive use of the language. On the basis of multiple scholars, it will be argued that current teaching methodologies are not efficient apropos of communication and interaction. What this study defends is the creation of a flexible linguistic tool which aims for common understanding and supports spontaneous oral discourse. In parallel, teachers are encouraged to yield an accurate grammatical base in concordance with its speaking implications and purposes. To this end, intelligibility will be regarded as the route for the true consummation and engagement with the foreign tongue since it agrees with this embracing view of the language in terms of oral production.

Keywords: English learning, English as a foreign language (EFL), Grammar functionality, Teaching methodologies, Spontaneous speech, Intelligibility.

RESUMEN

El presente trabajo reflexiona sobre el aprendizaje del inglés como lengua extranjera y propone una serie de modificaciones que pueden contemplarse para reforzar la participación activa durante las clases. Con el fin de promover el discurso oral, se explorará una visión práctica de la gramática para alcanzar un uso constructivo de la lengua. En base a varios académicos, se argumenta que las metodologías de enseñanza actuales no son eficaces a la hora de comunicar e interactuar. Lo que se defiende en este estudio es la creación de una herramienta lingüística flexible que busque el entendimiento común y apoye el discurso oral espontáneo. De la misma forma, se anima a los profesores a producir una base gramatical precisa que se acomode a sus implicaciones y propósitos de habla. Para ello, la inteligibilidad actuará como vía para la verdadera consumación y compromiso con la lengua extranjera, ya que concuerda con esta visión inclusiva de la lengua en cuanto a la producción oral.

Palabras clave: Aprendizaje del inglés, Inglés como lengua extranjera, Funcionalidad gramatical, Metodologías de enseñanza, Habla espontánea, Inteligibilidad.

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1. Introduction

Debates relevant to the adequacy of English teaching methodologies have been recurrent in the field of education. How to approach 21st century language students may result in a large discussion due to the difficulties of conforming to heterogeneous groups of learners who are accustomed to fast-paced habits. As civilization keeps on evolving, the majority of students, especially the younger ones, demand a re-evaluation of the teaching of foreign languages. A remodeling of the English didactic strategies in the EFL (English as a foreign language) contexts is due for examination with the object of creating a more practical linguistic proposal which satisfies communicative needs.

The focus of this investigation will be to provide an alternate and embracive view of English formal instruction with an eye toward globalization and interculturality. Primarily, English grammar will be explored in order to satisfy the needs of a modern educational space and to prevent the loss of interest and motivation in students. For these reasons among others, a great number of scholars have been investigating diverse approaches to adapt language training to the outside world.

On this premise, all of the resources of this study are aiming toward the same pedagogic goal. The authors in chapter two delineate a few quandaries in the teaching of a second language. Each section of the chapter reflects upon the enhancement of communication and interaction within English grammar, and how it should be reached by both teachers and students. By that means, chapter three is committed to Alexander Haselow's approaches on spontaneous speech and its implementation in the learning process.

Alexander Haselow is a linguistic professor who deliberated on several language teaching angles and developed a set of ideas to build functional English grammatical methods. He elaborated on spontaneous English speech by connecting grammar and intuitive communication. Because the purpose of this paper is to build more efficient interlocutors, his conception of a naturalistic, unintentional speech production is considerably meaningful.

Just as importantly, chapters four and five make sense of the previous statements and touch on some solutions that could be taken to transform English learning. Intelligibility will be one of the main lines of action since it agrees with the active use of the foreign language. To be exact, intelligibility refers to the listener's capacity to

recognize a specific utterance (Smith and Nelson). Then, it will be identified as the major aspiration of English education.

The main argument supported by this research is the impracticality of certain linguistic structures taught in the teaching space. Although grammatical guidelines are necessary to create a syntactic foundation, their employment is frequently scarce at the time of articulation in casual settings. The intention is to recognize intuitive, casual speaking which includes peculiarities that have been ignored throughout the years in the academic sphere.

In closing, this analysis will observe language learning with the intention of turning students into finer performers under any Anglophone setting. Similarly, these perspectives will help future teachers succeed at the integration of diversified groups of learners who demand a shift on the traditional instructive plans. On top of all of that, the proposed reshaping of English lectures concentrates on linguistic transparency and practicality, i.e., on intelligibility.

1.1. Theoretical Framework

In the process of learning and teaching English as a foreign language (EFL), there are various presumptions that need to be readjusted. In order to foster a communicative view of the language, it is necessary to encourage casual speaking instead of strictly focusing on the use of standardized, sophisticated formations. The proposal is to engage in a more fluid linguistic integration which supports an intuitive employment of language. The backbone of English instruction should have its basis on production and interaction. Thereupon, grammatical accuracy should be assessed as a constructive skill in which the speaker is in charge of its modifications with the purpose of adapting to a certain communicative context. As a matter of fact, "constructions are continually reshaped" (Haselow: 2017, 14) depending on the conversational setting.

Under those circumstances, Alexander Haselow offered a naturalistic approach to the evaluation of English speech which will facilitate the understanding of the main argument this writing contrives. In his book *Spontaneous Spoken English: An Integrated Approach to the Emergent Grammar of Speech (Studies in English Language),* he established the significance of language flexibility regarding external features at the time of production. According to Haselow, "spontaneous spoken language is produced in real time with a minimal time gap between thinking and verbalizing the product of thought" (Haselow: 2017, 21). This means the speaker is encouraged to participate in conversations while downgrading grammatical precision.

The viewpoint of English education is evolving towards an international, inclusive methodology which accepts different phonological variants of the language and seeks for pure understanding and spontaneity. The transparency of discourse depends on its efficacy and on the ability of the speaker to identify the message being delivered (Catford). Likewise, the educational objective should be oriented towards the lecturing of a "transmission" (Schiavetti, 13) tool which permits linguistic affinity.

On top of that, a number of propositions will be projected toward the expansion of English grammar and its communicative inferences. Alexander Haselow stands behind a practical use of the English language and proposes an advanced grammatical method of working which takes into consideration supplemental speech elements that are often omitted and allow for a total assimilation of the language.

The ensuing chapters will be devoted to several scholars who have explored English language learning and teaching. It is common knowledge that grammar is one of the leading domains of any language. Yet, its inculcation proves to be unprofitable in terms of interactional affinity among the students of English. For this reason, language cannot be isolated from its communicational features, and the teaching of grammar appears to be displaced from oral speech. This observation will serve as a compendium of many hindrances present in language education and how they might be reoriented.

Keeping that in mind, the implementation of multiple conversational tools will be projected with a focus on developing the speaking abilities of the learners. Practice is intended to occupy a higher position in the teaching criteria, and theory will always refer to its functional use. In this way, English grammar formal instruction is evolving towards a more practical method and a considerable amount of research is being conducted to achieve a more cohesive education plan.

Previous to the core analysis, a literature review of the main sources used will be carried out. Each of the academics involved in this investigation follow a consistent pattern in terms of language didactics. A general observation of their proposals will be developed to introduce their major viewpoints.

1.2. Literature Review

This dissertation will be divided into four principal chapters. Chapter two will discuss numerous articles on the subject of English language learning, spoken and functional grammar, and interaction. The third chapter will reflect upon some of Alexander Haselow's assumptions toward grammar. And finally, chapters four and five enclose the possible routes for the effectuality of this paper's argumentations.

At the beginning of chapter two, the re-evaluation of language teaching methodologies is needed for the understanding of the pursuing notions to be described. An article by Tracy D. Terrell called "A Natural Approach to Second Language Acquisition and Learning" has been meaningful to combat the artificial methodology that some institutions appear to have which does not impact positively on the students of the language. Terrell advocates for the creation of an unrestricted space where the student will gain knowledge from each oral intervention and where the use of the target language will always be positively valued and assisted.

Sami A. Al-Wossabi, as the author of "Spoken Grammar: An Urgent Necessity in the EFL Context" opens the notion of grammar teaching by reviewing several topics which are vital for this examination. His study on the implementation of everyday speech structures in the academic department is key to discern the relevance of this matter. Language education is in need of readjustment in an effort to foster the use of these linguistic tools in an active way. L2 materials are awaiting evolution toward a more communicative notion of the language and this scholar succeeds at promoting this refinement.

In a similar manner, Amanda Hilliard's "Spoken Grammar and Its Role in the English Language Classroom" unveils the properties of spoken grammar. She facilitates the integration of six particular speech features into the teaching space and she grants practical examples of how to proceed with this method of instruction.

On the subject of these grammatical conceptions, Zhiwen Feng offered a revision of functional grammar and its inferences on teaching and learning. He carefully explains the meanings and aftermaths of this advanced methodology and establishes several exemplifications on how this strategy might result to be beneficial for the progress of the students. The general idea is to transmit the idea of linguistic functionality to simplify the learners' adoption of the foreign language.

To finalize the second chapter of the analysis, it is essential to foment the social aspect of every language. Mateja Dagarin in "Classroom interaction and communication strategies in learning English as a foreign language" questions the promotion of interactive and conversational activities in language education. She foresees the possibility of transforming the classroom scene so that it becomes a space for oral communication among students using the target language. The final purpose is for learners to emerge as "effective communicators" (Dagarin, 1) with the assistance of the teachers.

In a similar manner, Alexander Haselow's premises propose a productive trajectory for English language education in chapter three. He has a congruent objective which encompasses an innovative vision towards second-language learning, English in this case.

Some of the most prominent ideas of Alexander Haselow have been introduced at the beginning of the research; however, he is openly suggesting the fundamentals for a methodological reformation which teachers and students must be informed about. To be specific, English will not cease to be gleaned from grammatical rules as well as any language, but its course of action is almost obliged to evolve so that it can conform to today's world.

Conjointly, Murray Munro and Tracey Derwing focus on the subject of intelligibility and make clear statements about its relevance in the learning process of a foreign language. Yet again, formal grammar instruction will not be omitted. Articles by Marianne Celce-Murcia, Carolina Cruz, Rod Ellis, Henry D. Brown, and Stephen Krashen approve of a reorganization in the English grammar department. More precisely, they remark on the role of conventional training and how it must be updated. They will support the conclusions of this study and will distinguish several procedures to follow this renovated vision of English learning.

1.3. Research Questions

On the grounds of these educational perspectives, a select number of questions need to be solved. Given that all of the literary sources under evaluation are interrelated and follow a congruent line of debate, the final aspirations will adhere to the same resolution. The endline of this paper will promote a multidisciplinary view of foreign languages which agrees to diversified tactics as long as they point toward their functionality.

Some of the queries that may arise after reading this proposal can be on the topic of school material, e.g., textbooks, workbooks, written homework and assignments…It is rightful to assert that formal education has been understood to require textual resources for it to be successful and to be qualified as academic. Plus, students spend considerable amounts of money on these supplies and will reasonably demand its utilization. Withal, it is entirely achievable to make a just use of those appliances and still give advancement to the learners' stimulus to perform actively in the lectures. The intent is to find balance between both traditional systems of teaching and their actualizations.

Identically, it might be unrealistic to recommend oral production from the early stages of learning, either for children or adults, if they do not have certain vocabulary and grammatical bases. Yet, this study aims for educational institutions to find symmetry between theoretical and practical lessons since a combination of both is fairly achievable and will optimize the learning process. Strictly speaking, if theory is implored for a specific purpose or connected to concrete circumstances, the student will associate it to a particular instance or even to a mental image, and consequently the language will be attached to its active use.

When reflecting on an intuitive use of foreign languages, it may be arguable that the student will not pay attention to the grounds of the language since it is his duty to perform without restraint. At any rate is the student's role to invent language or to disregard the instructor's arguments. The idea is to build a solid epicenter of knowledge that can be altered depending on the outer circumstances in communication. Undoubtedly, learners will still be taught on the importance of context and its subsequent linguistic acclimatization. That is to say, they will be intensively coached on how to apply English according to the communicative conditions because the aim of this proposal is to create better interlocutors.

The presumption is to permit learners to produce language in an instinctive manner. This manner often pertains to word combinations that have not been tutored inside the classroom, even so, they might be intelligible. On condition that there is agreed oral interchange between both counterparts of the communication, English is being spoken and should be validated as such.

In the same line, this essay does not take a stand against the teaching of syntactical rules because they have proved to be effective, particularly for the prior stages of learning. They serve as a guide for students as they generally feel untroubled if they have written notes on certain indications the teacher suggests. The dilemma is found once again on how to approach English practicality focused on communication without discouraging the traditional way of teaching that has been advantageous in some measures for a long time.

Comparatively, it may be suspected that the assessment procedures via intuitive communication will not be as consistent as the traditional methods. Academic evaluations have been principally paper-based and the formats or exercises are strictly designed for students to prove their learning. In any event, paper examinations can or will still be accounted for as they reassure certain levels of involvement by the learners and grades can easily be conveyed. The idea is to promote oral speech and incorporate it into the teaching guidelines as one of the central modes of testing.

In closing, the consequent sections will engender the assimilation of the English language in a practical manner and the previous queries will be answered so that the main proposals do not lead to misconceptions of education altogether.

2. Preliminaries for English Grammar Teaching and Learning

In the pedagogical prospect, foreign language learning continues to be one of the most prominent areas of expertise, as well as one of the most demanded. For this reason, professors of this field are required to be as efficient as possible not only in terms of knowledge, but also in the interpersonal characteristics their position entails. Tracey D. Terrell as a pedagogic theorist has been selected for this segment of the analysis.

To investigate the education of languages in a careful manner, an alternative view on language education will be presented to enforce the motives of this analysis. Tracey D. Terrell helped with the interpretation of various unsuccessful techniques that had been taking place over the years in school centers. As it happens, the remodeling of English education is vital to nurture linguistic diversity and cultural globalization, and the article under debate exhibits an uttermost vision of English as a foreign language (EFL) in the classroom scenery.

Tracey D. Terrell in "A Natural Approach to Second Language Acquisition and Learning" comments upon several presumptions in English education which must be eradicated. She claims that for a non-native speaker to be understood, absolute grammatical accuracy is almost never expected from natives, and it is in fact unnecessary for communication (Terrell, 326). Added to that, speech errors do not prevent comprehension and native speakers are acquainted with the ability to interpret the message being transmitted (326).

From the very beginning, Terrell explains her views on the communicative competence, saying that a student with basic linguistic abilities on the target language "can understand the essential points of what a native speaker says to him in a real communicative situation and can respond in such a way that the native speaker interprets the response with little or no effort" (Terrell, 326). Hereby, understanding relies on interpretation, and translation exactitude comes to play a secondary role in the current society. There is an excessive preoccupation with grammatical preciseness (326) which does not reflect the reality of language learning. Actually, the majority of native speakers "are usually quite happy to deal with foreigners making any sort of effort to speak their language" (326) and are most of the time discounting inconsequential mistakes.

The duty of teachers is overly serious regarding the orientation of their teaching materials. Education norms are established and made to be committed; even so, the efficacy of the training depends on the channeling of information the teacher chooses to carry on with the lessons. Terrell contended that "the teacher can then direct materials and experiences toward the development of the student grammar ("interlanguage")" (Terrell, 327) so that grammatical forms are ineluctably found a use for. That is why, she drives at the acquisition of a language as an "unconscious absorption of grammar through real experiences of communication using L2" (327). Generally speaking about this process as "picking up" (327) a language through the situational and realistic approach the instructor decides on.

If lessons were committed to communicative drills (Terrell, 330), the theoretical aspects of language will be immediately applied to operational situations and therefore, their adoption will be amended. To rephrase it, school materials and explanations based on regulated norms are still central for the fundamentals of any language. The aspiration is to bring those concepts into play so that lectures would approximate as closely as possible to the outside world and day-to-day events.

Moreover, Terrell defends the disclosure of a situational language which might be accommodated to every outer circumstance and will resort to solve any linguistic inconvenience by use of the appropriate forms (Terrell, 329). Take for example the workplace, there are certain terms or expressions necessary to cause a positive impression or demonstrate a degree of knowledge in a field, and language is the instrument to achieve it. If language education was to be adapted to real-life environments, learners will easily know which register to use under different conditions. Thereupon, teachers must be concerned about the construction of flexible, operational students who have the capacities and tools to face a foreign-language context of any kind.

To accomplish these practical sessions, "the correction of speech errors" (Terrell, 330) has proved to be dispensable and might result "negative in terms of motivation, attitude, embarrassment…" (330). For the endorsement of the students' oral fluency and illusion to speak, "they should be permitted to use their native language, the second language, or any mixture of the two" (Terrell, 331-332). In that way, it is important to secure some boundaries depending on the level of the class as this permissive attitude should vary in terms of experience with the target language.

Making reference to Tracey Terrell, "students should be permitted to use L1 (with L2) in the initial stages of learning to comprehend L2" (335). Predominantly, the use of the native language should not be condemned as it helps with the evolution of the learning of any other linguistic system. In truth, there has been a phobia of L1 utilization within the classroom settings which needs to be readdressed.

As a final point, this academic declares that to be able to engage in fluent conversations, the purpose of the message should predominate (Terrell). In reality, there are many linguistic structures which are unknown or have been forgotten by English-speaking people. Hence, the incessant reliance on ambiguous grammatical aspects should be avoided and teachers should bear the possibility of making changes in the educational sphere (Terrell, 331-332). Overall, it is vital to permit students to face language imprecision in an effort to promote self-assessment and independence. The purpose is for them to cope with the challenges of the language with the assistance of the teacher.

2.1. The Role of Grammar in the English Classroom

Grammar is what makes a language function and since this essay aims for functionality, it is critical to take a deeper look into this discipline. It has been proven that current grammatical instruction of foreign languages is not fulfilling the expectations linguists had years ago when learning new languages started to be a necessity (Al-wossabi). Due to globalization and the urge for fast learning, language learners press for a reassessment of this field in order to conform to a modern society which insists on continuant communication and understanding among cultures.

The grammatical foundation within the classroom scene had always been prescriptive. Prescriptive grammar is known to be based on the employment of formal syntax which concords with preciseness and regularities (Al-wossabi). In particular, "prescriptive grammar specifies how a language should be used and what grammar rules should be followed" (Hinkel, 1). Indeed, educators are likely to choose this manner of teaching since it avoids confusion and facilitates academic assessment. According to Sami Al-wossabi, "prescriptive grammarians recommend the use of formal language approach in teaching with an aim of not deviating from the recognized norms of the language being taught" (Al-wossabi, 19).

The use of standard language simplifies education and establishes specific parameters in terms of examinations and qualifications. By studying grammar prescriptively, most of the doubts can be solved since every structure follows an arranged pattern (Al-wossabi). And although there are exceptions to almost every norm, those are also planned and calculated for the students to distinguish them. Which is why most textbooks used for educational purposes are essentially prescriptive and dependent on written data which does not always associate with natural speech (Biber et al. 1999).

In due course, to reform the conditions of grammar teaching, two models will be explored in the sequent sections: spoken and functional grammar. Both systems belong to the descriptive side of grammar which considers "everyday life contexts" (Al-wossabi, 19).

2.1.1. Spoken Grammar

In conformity with Sami Al-wossabi in "Spoken Grammar: An Urgent Necessity in the EFL Context", there exists a strong necessity to integrate "spoken grammar in L2 materials" (Al-wossabi, 1). This author defends the assimilation of a variety of spoken features into the grammatical guidelines of language training. The objective is to discharge a more organic use of language which resembles everyday life situations.

Principally, this academic criticizes the presence of reported speech in the syllabuses, where "sentences are taken from fictional texts, news, formal talk, etc." (Al-wossabi, 19) and they do not reckon casual speech. Thus, he supports descriptive grammar (19) because students would gain the abilities to produce intelligible utterances while understanding the purpose of the conversations.

In practical terms, it could be presumed that foreign language education does not fully define the interactive capacities of a speaker. By and large, "mental grammarians seek to explain the knowledge of language that guides people's everyday use of language regardless of their schooling" (Honda and O'Neil, 2). In any event, this may carry chaotic results inside the educational sector. It is not sufficient to rely on linguistic intuition when it comes to speaking, but it is vital to have a consistent grammatical base that guides the oral performance.

With that in mind, descriptive and prescriptive grammar should not be analyzed as opposites but as companions in the learning process. In fact, descriptive notions should be implemented in the existing prescriptive resources in an attempt to monitor the verbal hemisphere of language learning which tends to be forgotten. According to Geoffrey Leech, "grammar has traditionally been strongly associated with the written medium, and this association has been reinforced by a pedagogical tradition that has placed particular emphasis on grammatical awareness in the development of writing skills" (Leech, 676). Although it is important for writing skills to keep on executing a highly valuable role in teaching, speech production is often not represented by the materials provided and it needs to escalate in the pedagogical hierarchy in order to make foreign languages altogether befitting.

As a matter of course, the actualization of schooling materials is still a challenging process which requires innumerable agreements from many institutions dedicated to this specialty.

Al-wossabi is utterly conscious of this dilemma and claims that whereas in prescriptive grammar "rules are well-structured and economically explained" (20), most descriptive grammatical premises and activities are still undefined and their adjustment to the teaching space is definitely imprecise.

With that being said, this academic still supports the implementation of discourse markers in school materials. They happen "in naturally occurring speech from that of written texts" (Al-wossabi, 21) and might be helpful to navigate the students into real conversational characteristics. Realistically, discourse markers may resort to be "more appealing to be used by EFL learners as they are easier to use and could aid them produce more cohesive utterances, connect their ideas and avoid breakdown in communication" (21).

As it happens, the connectors taught in the writing competency seem to be artificial and do not mirror authentic oral production. And even though writing skills serve multiple utilities, and they are essential for the learning of a language, they shall be separated from speech indicators. Sami Al-wossabi established that "a balanced formal-functional approach for teaching spoken and written linguistic features" (22) is compelled for this advancement in education.

To solve these predicaments, Sami Al-wossabi discusses the segmentation of writing and spoken attributes inside academic materials. He suggests that "spoken grammar presentation can be labeled under the name of *Spoken Form* while written grammar presentation can take the name of *General Form* as they can be used for both written and formal spoken purposes" (Al-wossabi, 22). Designed to accelerate the learners' concept assimilation, it should be clearly announced that "each structure serves a different purpose" (22) since conflicts may arise depending on the level of proficiency of the students (22) and how far they have gone in the study of writing connectors.

Additionally, listening exercises should also shift towards realistic conversations which refer to ordinary scenarios in which the use of grammar is not especially modified to complicate its understanding. Al-wossabi asserted that "authentic listening exercises pertaining conversational grammar structures should be an integral part of the syllabus" (Al-wossabi, 23) as they will consolidate the students' apprehension of natural discourse and they will be more likely to implement them into their speech development.

Conversely, if they do not "feel the communicative effect of learning a fixed grammatical structure on their oral production, they usually do not trouble themselves with internalizing it except for passing their language exams" (23). To achieve a true assimilation, syntactic structures need to be connected to a communicative situation in which the listeners might engage in at some point of their lives.

As expected, to fulfill all of these requisites in a constructive manner it is indispensable to combine formal and informal structures (Al-wossabi, 24), where the "ultimate goal is to communicate effectively and intelligibly" (24).

On top of these considerations, Amanda Hilliard also shared her thoughts upon spoken grammar in the English language learning environment. The reasons behind her judgments on the validity of spoken grammar are in terms of the advancement of "fluency and face-to-face communication" (Hilliard, 2) and the "authenticity of the speaking lessons" (2) with the intention of preventing "students from speaking English like a textbook" (2). Into the bargain, she refers to six features of this grammatical system which are entitled to be observed: *ellipsis, heads, tails, fillers and backchannels, and phrasal chunks* (Hilliard, 4).

Firstly, *ellipsis* denotes the omission of terms during speech (Hilliard, 4). This is highly common in real-time conversations, and it is normally referring to information that "is easily retrievable from the situation" (4), so it can be deduced from the circumstances of the intercourse. Secondly, *heads* allude to the emphasis of certain terms that are prevailing for the conversation. According to Cullen and Kuo, "heads allow speakers to highlight the topic they want to talk about before commenting on it, giving both the speaker and the listener more processing time in real-time communication" (Cullen and Kuo, 4). In this manner, conversations are guided from beginning to end and participants are given time to reflect on the main topics.

In the third place, *tails* are "comments that are added to the end of a phrase" (Hilliard, 4). They could be considered extra clarifications for the complete sense of the subject at issue. Subsequently, *fillers* - "well", "hmm", "um" - are expressions with lack of meaning and their function is to "fill time and allow the speaker to gather his or her thoughts" (Willis, 187); and *backchannels* - ""uh-huh", "oh", "yeah", "I see" - come from the listener and make the speaker aware that the information is being appreciated (Stenström, 197).

Finally, *phrasal chunks* are devoted to different functions. Cullen and Kuo distinguished the following: "to (1) create vagueness (e.g., "sort of," "kind of," and "stuff like that"), (2) modify and show politeness (e.g., "a bit" and "a little bit"), and (3) mark discourse structures (e.g., "you know" and "I mean")." (Cullen and Kuo, 370).

All of these characteristics within spoken grammar have vaguely been considered in the educational field and these scholars defend its recognition because they lighten the pressure of learning intricate structures without finding their practicality. By making learners aware of their existence and clarifying their way of operation, they will be encouraged to verbalize previous or recent grammatical prompts with the aid of these new attributes. Some appropriate tools to enhance these practices are "authentic video, radio, and other audio materials to expose students to elements of spoken grammar" (Hilliard, 4). By doing this, they will be shown the reality of these aspects and identify their utility.

2.1.2. Functional Grammar

Zhiwen Feng as the author of "Functional Grammar and Its Implications for English Teaching and Learning" compiles several ideas on the topic at hand and opts for a possible renovation of grammar teaching. Functional grammar focuses on the idea that language needs to "satisfy human needs" (Feng, 87), and one of the principal humanistic vital parts is communication and interpersonal relations. For language to serve this interactional utility, the way it is taught should point towards its operations "in different social situations" (86), and texts are obliged to be the written representation of the variants of language which "suit the purpose of the users (86).

Principally, functional grammar "looks at a language as a system of meaning" (Feng, 92) whereas conventional grammar "looks at a language as a set of rules" (92). Instead of giving the speaker the chance to be in control of the communicative action, most grammatical systems instructed at schools identify the methodical and standardized notion of language as prior during the learning process. The reason why this plan does not have productive results is because learners are trained to enunciate a set of norms which lead to misunderstandings. Due to this, Feng claims that functional grammarians "respect speakers' right to make up their own minds about how they choose to talk, and it makes speakers explicitly aware of the choices they have available" (Feng, 92). Still, teachers need to remain aware of the obstacles which may emerge after allowing the learner to be at the helm of language usage. It is crucial to establish solid boundaries in terms of grammar and speech to avoid unintelligible utterances or errors which prevent a cohesive understanding.

Zhiwen Feng is in fact perfectly mindful of the significance grammar has in every language. What he intends is to awaken students' minds on the idea that more than a conjuncture of fixed structures and punctuality, grammar is "a resource of making meaning" (Feng, 93). Thus, they will be certain they are not allowed to disregard grammatical lectures because of their applicability to real-life scenarios. Likewise, because functional grammar contemplates language use "in a range of cultural and social contexts" (92), students are likely to concentrate on the validity of this discipline.

Functional grammar relies on the utility of the clause "depending on three kinds of meta functions" (Feng, 87) which will be nominated as "goal, process, and circumstance" (88).

If the clause is immediately associated with its communicative purpose, the meaning of the message will be accelerated. Take for instance the following sentence on the grounds of functional grammar: "this bridge (goal) was built (process) before the 19th century (circumstance)" (88). Whereas in traditional grammar, the three parameters for the previous example will be: "subject, predicator, and adverbial" (88), Feng decides to assign each particle its operational use.

For that matter, Zhiwen Feng also recounted the implications of mood in each utterance. Mood is understood as the interpersonal element used to regulate conversations (Martin, Matthiessen & Painter). To use language interactively, "we have to assume which roles may be appropriate" (Feng, 90) for each communicational situation. To illustrate, Feng talked about declarative, interrogative and imperative clauses (91); each of them performing a distinctive duty in communication. Altogether, the speaker decides on the mood during the interaction (91) as he/she is the controller in grammar use.

In the end, Feng concludes that functional grammar should aid text analysis so that students will understand "how meaning and form are related in the different options available in the grammatical systems of the English language" (Schleppegrell, 1). With the provision that this would be instructed at schools, learners will be less likely to confuse "informal or spoken English with formal or written English" (Feng, 92).

2.2. The Role of Interaction in the English Classroom

In the context of the grammatical approach that has been established, the concept of interaction will certainly be explored. This segment will look through some postulations about classroom interaction in the EFL context on the basis of Mateja Dagarin in "Classroom interaction and communication strategies in learning English as a foreign language".

The primal use of a foreign language is associated with the interrelationships between cultures and countries. For this reason, most language learners are moved by this objective and instructors should decipher the formulas to ease the path. Mateja Dagarin talked about the importance of having a "pleasant atmosphere in the classroom with friendly relationships among the participants of the learning process" (Dagarin, 128); i.e., not only it is crucial to assure good relations between students, but also with the professor, as he or she is part of the process.

The commissions of both the teacher and the students are advancing towards more reciprocal and equitable duties. Lessons are at the mercy of a change in which students would be able to propose, suggest and make use of previous or extra learning in a way of benefitting the route to success. Along with it, lecturers should foster these practices "by employing a variety of activities, by helping students to express themselves and by encouraging their use of communication strategies" (Dagarin, 128). Essentially, the first interactional procedure must take place within the classroom, and it is defined by Mateha Dagarin as "a two-way process" (128) in which "the teacher influences the learners and vice versa" (128). By this action, learners will signally be more comfortable speaking in the target tongue.

In point of fact, this author exposes the distinctive types of interaction that can take place in the classroom: "Teacher – learners. Teacher – learner/a group of learners. Learner – learner. Learners – learners" (Dagarin, 129). As it might be expected, the teacher fulfills a different role in each of the situations established. Whereas in the first ones he/she would be the "leader or controller" (129), in the rest he/she is located outside the communicative activity. The reason behind those later examples leans on the students' linguistic skills or the type of exercise under question. The preeminent purpose of interaction in language education is to incorporate varying models of practices which quest for reciprocity.

In the traditional education setting, the hierarchy between professors and students has been widely evident. Be that as it may, teachers' roles are shifting and M. Dagarin opts to name this profession after "facilitator of learning" (Dagarin, 130). In other words, teachers are to be considered as mediators of knowledge. They are in charge of giving the clues or hints for the student to produce. At this point, a number of roles to be performed by teachers will be commented on.

To begin with, teachers are "general overseers of learning who coordinate the activities" (Littlewood, 92). They are also "managers" (92) in charge of "grouping activities into lessons" (92). As it might be expected, they still need to fulfill their role of instructors "who present new language, control, evaluate and correct learners' performance" (92). But they are also instigated to become "consultants or advisers, helping where necessary" (92). Naturally, those are only some tasks which could be assigned to teachers to comply with the modern educational scene which calls for sympathy and flexibility.

In addition to that, Mateja Dagarin recommends teachers to ask questions since "it is easier for students to answer questions than to initiate a conversation or make up an independent statement" (Dagarin, 133). When a topic is being discussed, the teacher is expected to guide a fluent conversation for the learner to partake in. Plus, the selection of the "appropriate topic" (134) can facilitate the students' engagement in the class, so teachers need to be conscious about a few of their students' interests.

By the same token, to succeed at oral production, she recommends students to make use of "paraphrase strategies" (Dagarin, 137) where the speaker uses synonyms or larger explanations for one single term (137). Paraphrasing encourages fluency and mutual comprehension.

In the long run, Dagarin declares that "teachers may accept feelings, praise and accept students' ideas instead of merely lecturing" (Dagarin, 138). If they obsess over academic content, they will lose the students' keenness. Likewise, "students may be encouraged to initiate conversation more, instead of only responding to teachers" (138). So the pressure for change is not only placed at the teacher, but also into the students' intrinsic will. Equivalently, interaction can be reinforced in the classroom by creating an appropriate and conforming scenery where both learning halves will be thrilled to contribute.

3. The Endorsement of Oral Speech: Spontaneous Spoken English

The first chapter of Alexander Haselow's book: *Spontaneous Spoken English: An Integrated Approach to the Emergent Grammar of Speech (Studies in English Language),* will be of interest for this inquiry. In consonance with the contents of the previous sections, this author contributes to the teaching and learning of English grammatical concepts and adopts an innovative vision on the field which satisfies the central thesis statement.

In the first instance, the concept of spontaneous speech will be defined for the complete understanding of this fragment. The major idea of Alexander Haselow is to clarify that "grammar is a dynamic phenomenon [...] adapted to concrete situational uses of language" (Haselow: 2017, 1). Thus, the "grammar" of spontaneous speech (2) is analyzed "in real-time speech production" (1) and will be understood as a flexible system which keeps on changing according to context. On top, spontaneous speech depends on the speakers' way to organize conversations (1), so that grammar can be remodeled and adjusted to every communicative framework.

For years, the problem has been that language "tends to be perceived as an object" (Haselow: 2017, 4), when it is rather a tool for communication. As a matter of fact, the "acting speaker" (46) ought to never be separated from the use of a language. Indeed, the person is the one who gives functionality to this linguistic instrument. As a result, spontaneous speech is "process-based rather than product-based" (60), since the participants engaged in the interaction "focus on and witness the production process of discourse" (77).

The use of grammar by the active participants of the conversational discourse has been overly affected by the written formats of language. Alexander Haselow argues the improper accommodation of speech into writing pieces and opposes this "self-contained system" (Haselow: 2017, 4) which separates "the language from the actual speaker and the concrete communicative context in which language is used" (Haselow: 2017, 4). This inadequate notion of grammar has simplified its instruction (4) as it allows the speaker to rely on specific regularities. Regardless, "many phenomena occurring in spontaneous speech cannot be analyzed under the categorical framework developed for the description of written language" (4).

In this sense, the advocacy for spoken grammar by Haselow should be contemplated in the EFL context so that learners will assimilate the practical side of English.

To follow through with this aspiration in the educational space, certain components of oral speech will be appointed since they "have been ignored, marginalized, or described under alternative approaches that were specifically designed" (Haselow: 2017, 4). As it has been quoted, written devices lead to "sentence-based approaches" (6) which prevent the "cognitive, psycho- and neurolinguistic" (6) side of the students' brains from processing grammar in a real-time scheme.

Besides, "real-time processing" (Haselow: 2017, 6) does not overlook "well-formedness, grammaticality, or syntactic incompletion" (6). It is of high significance to make a coherent use of linguistic patterns, since according to Haselow, "spoken and written language do not form an opposition" (7), but rather are executed simultaneously.

By this denomination, the constant building of expressions by the speakers is implied dependent on different communicative needs (Haselow: 2017, 14). As such, language will resort to be a tool for the "coordination and sequential organization of social actions" (19) and will be adjusted to the "local contingencies of social interaction" (19).

Correspondent to previous scholars, Haselow contemplates the influence of the "momentary interactional situation" (Haselow: 2017, 8) as a chief agent for the development of oral verbalizations. How to cope with speech components of language in the process of learning English grammar will be deconstructed in the following section.

3.1. The Grammar of Spontaneous Speech

Alexander Haselow explains the concept of spontaneous speech amidst "grammatical modeling" (Haselow: 2017, 8) for further studies on the subject. He starts by arguing the existence of "unintegrated or extra-clausal expressions (e.g., discourse markers, parenthetical/comment clauses, general extenders, final particles)" (9) which are outside of the phrasal analysis usually followed in any grammatical framework. There are various denominations for these units of speech: "fillers" (Biber et al.), "extra-clausal constituents" (Dik, 384-407), or "pragmatic markers" (Haselow: 2017, 8).

Nonetheless, due to the continuous advancement in languages and the "increasing amounts of spoken data offered by different kinds of corpora" (Haselow: 2017, 8), "these expressions have received increased interest in the past decades" (8). Still, it is challenging to describe their features in an accurate, systematic way since they mainly concern "discourse structure, speaker-addressee interaction and real-time speech planning, for which no grammatical categories exist" (9). As a whole, they conduct the understanding of an utterance (10). They are influential for the total comprehension of the communicative discourse since they bear the "contextual matrix including social, textual and speaker-centered attitudinal aspects" (10).

This author discusses pragmatic markers as they are the center of spontaneous speech and their presence in real-life conversations is to be emphasized (e.g., "*Anyway, actually, and stuff, I mean, I think, listen, oh, so, well, you know*") (Haselow: 2021, 73-74). He advocates for their implementation in the academic scene since they guide the interpretation of an utterance (73) and should be accredited in oral expression. However, they are usually not represented in language learning materials (Furkó and Mónos, 2013) due to their informal implications (Haselow: 2021, 73).

Not recognizing these particles as appropriate for academic contexts would be inaccurate as they demonstrate a true engagement of the English-speaking style (Haselow: 2017, 28-30). Although some of them do not add syntactic meaning, they prove a solid degree of absorption of native-like expressions. Also, they are useful for discourse interpretation (Haselow: 2021, 74) since they favor grammatical functionality and assist oral interaction (Haselow: 2021, 74). Hence, if students have the urge to use them, they will be manifesting a real blending with the foreign language speaking habits.

Identically, Simon C. Dik (379) referred to them as "extra-clausal constituents (ECCs)". According to this scholar, they carry the following characteristics: they are "common in spoken language, typically used in ongoing discourse" (Dik, 380), and they are "not sensitive to the grammatical rules that operate within the limits of a clause" (380). Some of them are "interjections, greetings and speech-act formulae (e.g., *please, excuse me*), response tokens (e.g., *yeah, okay*), expletives, or hesitators (e.g., *uh*)" (Haselow: 2017, 12).

They are meaningful for this analysis due to their usefulness in spoken interaction. They appear as a response to the conversational circumstance, and they organize the interventions among speakers so that the topics can be easily followed and acknowledged. Alexander Haselow also referred to them as "attention-getting devices or minimal responses, as with greetings, leave-takings, forms of address, or confirmation tokens" (Haselow: 2017, 11). Without them, interactions will be disorganized and nonsensical.

As a result from these constituents, Haselow suggested a constructionist view of English grammar (Haselow: 2017, 14) from which the system will be "conceived as a complex, but flexible network of constructions" (14) and will function in proportion to semantics. It will also permit the speaker to "adapt constructions" (14) to the conversational conditions.

To be able to assign certain properties to this constant building of speech, Haselow embraced Paul J. Hopper's emergent grammar. This approach is "based on structural patterns that are never fixed or determined prior to the production of an utterance, but based on structural blueprints that are constantly open and in flux in ongoing speech" (Hopper, 157). Hopper sees syntax as a "growing together of disparate forms" (Hopper, 147), and it bestows contextual features during oral verbalizations. It also perceives "linguistic structure as arising in the flow of time" (Haselow: 2017, 20), which is why it combines with the discernment of spontaneous speech. This being so, grammar is constructed by the speaker and emerges during speech.

Along with it, Paul Hopper emphasizes that grammar "is not to be understood as a prerequisite for discourse" (Hopper, 142). Frankly, it can be reshaped at the moment of production, as "its forms are not fixed templates, but are negotiable in face-to-face interaction" (142). The reason why it is called "emergent" is due to its persistent mobility and lack of constraint (142). Take for example the presence of "idioms, proverbs, clichés,

formulas, transitions, openings, closures…" (144), they are equally valuable in speech and almost never contemplated in academic contexts. This linguist's general idea is to promote a more versatile use of grammar which enforces learners' autonomy.

As it might be deduced, a certain level of expertise on grammatical concepts is necessary to recognize the aforementioned terminology. It is advisable that students remain outside of the groundings of this grammatical method, and only be concentrated on their active role in terms of production. At large, they need to be motivated to use the foreign language as they are the main resource for language practicality (Hopper, 23).

In these circumstances, Alexander Haselow means to eradicate the totalitarian views of grammar in which further variations are forbidden or not taken into consideration. That is why he proposes a "Grammatical Dualism Assumption" (Haselow: 2017, 30). The idea is that this area of study must be observed from its "internal organization of syntactic units" (30), together with its "organization based on cognitive, discourse-structural and interactive principles of language use" (30). As a result of this, both grammatical "domains are closely interacting" (30).

It is crucial to remark that, although the purpose is to propose a more communicative instructional path, grammatical aspects need to be addressed meticulously. In effect, grammar is key to be able to produce any type of utterance. According to Haselow, speakers make use of formulations "that are postulated in traditional grammars" (Haselow: 2017, 51), but they represent "abstractions from concrete uses of language" (51). The aim of this study is to inspire a rearrangement of certain approaches that appear to be dominant in English language learning. It is noticed that most schools do not succeed at promoting the students' intrinsic motivation due to the lack of practicality English appears to have for them. In truth, "regularities exist, but they are mere tendencies" (51) in this dynamic activity referred to as language.

3.2. The Teaching of Spontaneous Speech

Alexander Haselow acknowledges the versatility of English grammar and promotes this vision for its instruction. In the wake of Hoppers' standpoints, he recalls the combination of multiple fields of study as they will "contribute to an understanding of grammar from an emergentist perspective" (Haselow: 2017, 52). To be specific, "structural, interactional, and (neuro-) cognitive aspects of language" (53) are vital for a total linguistic perception. That being so, teachers are required to address languages in all of its forms so that students will appreciate its usage in real-life contexts.

To seize these objectives, written and oral use of language should be assessed during the lessons and given the same amount of importance. One of the principal issues has been that spoken language was "assumed to be unsuitable for formal analysis or not worthy of study" (Haselow: 2017, 55). This has been fought against and proclaimed in order to yield suitable performers of foreign languages in the outside world. Once students are exposed to the innumerable functionalities of English, their interest toward grammar is expected to augment.

Along these lines, grammar will be categorized to be spoken and not only written. for example the following form of assignment: students are asked to compose a 250-word comparative essay about the advantages and disadvantages of social media among teenagers. Supplementary, they will be required to choose two of their most favorite mobile apps and discuss with a partner why they are useful or practicable for their everyday life. Herewith, every activity suggested in the textbook could be remodeled to bring their speaking skills into play.

A total "methodological reorientation" (Haselow: 2017, 60) of grammar is crucial for the actualization of English training. Linguistic structures need to be taught in an operative manner since their analysis "cannot only be based on the search for autonomous patterns" (60), but they also need to be suitable for oral intercourse.

To that end, spontaneous speech appoints a renovation of traditional modes of teaching and learning English grammar. That is to say, it aims to "reinvent the grammatical wheel" (Haselow: 2017, 40). Also, it defends the naturalistic ways of oral expression so that speaking drills will facilitate the students' production abilities. In this manner, the role of the speaker shifts "to one who performs a creative activity and whose agency affects the language system" (41).

4. The Path to Intelligibility

For a fluid integration into a growing and changing community, it is fundamental to rearrange certain instructional techniques which are explicitly focused on unnatural language rules and formulations (Feng, 92). There is a general persistence on the use of selected grammatical structures and vocabulary which do not resemble veridical life situations, plus they are almost unknown for native speakers (Terrell). Besides, those patterns do not reflect the students' authentic needs in the course of speaking and they frequently fail to express the speakers' thoughts (Dagarin).

In consideration of what has been noticed about the teaching of grammar, it is recommended to coordinate some of the postulations offered by the academics under debate. It may be remarked that chapter two aims at giving a theoretical overview of the central dilemmas in the schooling of foreign languages, while in chapter three Alexander Haselow compiled a well-defined approach for grammar practicality.

That being the case, this section will narrate the influence and implications of grammar teaching as the major recourse to promote oral speech in the classrooms. Grammar will likely evolve to be an oral device which might vary subject to each individual speaker and their linguistic background. Upon that, it is key to address language intelligibility forasmuch a reasonable model for English speaking training.

First of all, Haselow's "grammatical dualism" (Haselow: 2017, 30) complies with the all-embracing vision of English learning under investigation. As aforesaid, this grammatical perception considers contextual aspects, keeps on evolving over time, and can be adapted to every generation of learners.

Alexander Haselow reaffirms that grammar is formed by "units of talk and, ultimately, of turns, and is itself shaped by the sequential nature of talk and thus not a fixed abstract system, but flexible and bound to the contingencies of conversational interaction" (Haselow: 2017, 66). This is how it should be regarded in the pedagogic department as this view will contribute to the advancement of a world's linguistic unification.

With that in mind, teachers are asked to value multiple forms of speaking in the classroom as long as they conform with the objectives of the assigned task and the indications are mostly completed. The correction of mistakes should only take place if

the respondent is far from the ordained goal of the activity (Terrell), and it must provide alternatives which are achievable for the student in question. Negative grading in oral production is a delicate area and it is advised to be carried out cautiously (Terrell).

For that matter, at the time of speaking, spontaneity and improvisation should be accounted for (Haselow: 2017, 50). This must not be translated into a lower grading on the task. On the whole, teaching guides are suggested to include intercommunication exercises into the overall assessment of the subject as a means to nourish oral speech among students of English.

According to Stephen Krashen, the instruction of formal grammatical aspects should also be oriented toward oral production in casual settings (Krashen). Students must be acquainted with the capacity of differentiating between casual and sophisticated settings based on context and target audience. Equivalently, Rod Ellis gathered information about this issue and declared that "formal instruction may work best in promoting acquisition when it is linked with opportunities for natural communication" (Ellis, 20). Inevitably formal instruction is not eradicated but approached en route for communication.

To continue, Marianne Celce-Murcia defends that teachers should present the students "with many fully illustrated and well-demonstrated examples" (Celce-Murcia, 467) which will help them apply the correct use of the forms (467). Some of the forms which could be added to lectures are specified by Henry D. Brown: "forms that are embedded in meaningful communicative contexts, forms that contribute positively to communicative goals, forms that promote accuracy within fluent, communicative language, forms that do not overwhelm students with linguistic terminology, and forms that are as lively and intrinsically motivating as possible" (Brown, 421). All of them have a similar purpose of communication and interaction.

Necessarily, grammar is requisite for the instruction of foreign languages, but the recommendation is to bear in mind the degree of competence of the students. Grammar "serves not only to develop a fluent, but also accurate use of language" (Cruz, 223), and its presentation should be proportioned to the listeners' background and previous knowledge (223).

Henceforth, the topic of intelligibility is due for examination. Intelligibility can be defined as "the match between the intention of the speaker and the response of the listener to the speech passed through the transmission system". (Schiavetti, 13). The efficacy of grammar is demonstrated at the time of production. Thus, intelligibility allows for multiple ways of language usage and corroborates the resolution of this paper.

The didactic inclination that this research pursues is the endorsement of the English language as a moldable tool which may sound differently based on external circumstances. As a result, although the foundation of the language will remain the same, accents are allowed to vary. Murray Munro and Tracey Derwing in "Intelligibility in research and practice: Teaching priorities" defend that "learners should aim to develop speaking patterns that allow them to communicate with ease" (Munro and Derwing, 377) so that the training process becomes easier and attainable for every individual and interaction is encouraged.

To promote oral expression, learners need to recognize the different uses of the foreign language and to not be alarmed if they sound different from each other. The whole intention of a language teacher is to have active sessions in which the learners feel pleased to cooperate (Dagarin). As long as the message is understood, there are incalculable ways of using the target language, either with native or non-native speakers. Munro and Derwing also described intelligibility as "the extent to which a speaker's message is understood by a listener" (Munro and Derwing, 76). Withal intelligibility "arises out of human interaction" (Reed et al., 379), and therefore should be recognized by every language student as a valid manner of speech.

There is a strong disputation on the subject of foreign accents. Munro and Derwing demonstrated empirically that "the presence of a strong foreign accent does not necessarily result in reduced intelligibility or comprehensibility" (Munro and Derwing, 90). In the majority of pedagogic ambiences, the teachers are non-natives of English, and they are still perfectly capable of instructing the subject area. It is also very likely they have foreign accents when speaking in English during their lessons. Not the less, they are being completely understood and the transmission of the language is generally productive. Hence, "instruction should not focus on global accent reduction, but only on those aspects of the learner's speech that appear to interfere with listeners' understanding" (93).

Having said that, pronunciation assessment is still under research to determine how far a professor should go at the time of grading a student (Munro and Derwing).

Due to the large number of resources available for students and teachers to be mindful of a native-like pronunciation, English teaching systems may not obsess over the level of similarity students have with native sounding. They might place their attention on the students' inclination to speak and how they cope with rectifications and lifelong learning (Munro and Derwing, 388).

For the most part, if language lessons are suggested to specialize in communicative activities, intelligibility has a duty to be performed. Classrooms will be a place where students will be allowed to alternate between the mother and non-native tongue (Terrell). Realistically, even native speakers are unaware of some grammatical mistakes they execute during casual speech. Which is why, intelligibility is transforming the views upon language, and English is evolving towards a more international language (Munro and Derwing).

To tell the truth, when it comes to the assessment of oral skills, teachers still need to be consistent and follow certain guidelines (Munro and Derwing, 200). As previously mentioned, formal learning is required at all events, but context and audience should be accounted for. At any rate, students are committed to learn proper grammatical forms, but every piece of content under question should be reoriented and applied to realistic circumstances at the time of being instructed so that they will construct a pure understanding of the language.

Predominantly, intelligibility endorses communication and advocates for a more coherent unification of languages where non-native speakers will find themselves undisturbed to make use of the foreign tongue. The roots for this reformation are discovered in the teaching of grammar and its posterior appliance to oral speech. Accordingly, Alexander Haselow's approaches over this area are of great significance for English learning advancement and functionality.

5. Conclusions

Keeping in consideration the topics under discussion, I can personally conclude that English learning and teaching needs to be looked at in a different light. At length, English instruction in EFL contexts should point toward the creation of a social and interactive instrument which will allow for innumerable international bonds and global understanding. Consequently, I was driven to explore English grammar teaching and how it could be redistributed so that it corroborates with the speaking necessities of the learners.

It seems to me that English grammar must make allowance for casual speech and intuitive communication. If the purpose of a language is to communicate, it comes to a point where grammatical accuracy appears to be peripheral. I hold the view that grammar books are essential, and topics are carefully selected for the culmination of the language. Even so, some structures can be intertwined in oral communication and still be perfectly understood by the listener. My impression is that this is not supported in learning centers and examiners are insistent on a single correct answer.

After doing exhaustive research on this matter, I was astounded to see how many scholars from different sites of the world have been preoccupied upon this issue. Still, I believe it has not had sufficient factual results at the present time. Although a fair number of institutions are accounting English learning as one of the major areas of study, most lectures fail to focus on its functional sides. Without intending to generalize, I can confirm that bilingualism and speaking drills are making an appearance. Nevertheless, paper-based evaluations are hitherto overriding.

To a greater extent, I presume that speaking exercises are often artificial conversations which do not mirror credible utterances. These types of activities are premeditated and take no notice of authentic linguistic engagement. Speaking from my perspective, I believe the idyllic interlocutor is the one who has the capacity to adapt to the context of any oral interchange.

Over and above this, by no means do I intend to discourage the employment of traditional methodologies. Professors do not need to be hesitant when using textbook's materials or explaining theoretical concepts during lessons. They are crucial for the ensuing oral delivery, and without them, students will not have a proper linguistic base.

It follows that, depending on the level of expertise of the learners, the pedagogic techniques will vary as they must be accommodated to every group.

Inevitably, I am convinced the talented instructors will be the ones who can continually modulate their lessons and make them appealing and useful for every target audience. As it has been pointed out, the language level of the students marks several limits in terms of clarifications and plannings. Despite this, creating a favorable atmosphere in which students feel free to express their doubts and are stimulated to participate, is a common skill expected of every educator.

Once again, I do not aim to repress conventional manners of teaching since I completely recognize their validity. However, I am of the opinion that these approaches need to go beyond previous academic objectives and every piece of knowledge should be associated with its functionality in oral speech.

In the aftermath of this study, I deem it necessary that students and teachers work as a team. All of these modifications search for the simplification and reinforcement of the learning process. As English grammar will be majorly spoken, its functionality will be enhanced. Grammar will also be constructed by the speakers and will emerge at the time of articulation. Overall, the objective is to bring the speaker to the core position of foreign language manipulation.

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