

# Grammar

## Module 1.1

# Some questions to discuss

- What is grammar?
- What are the grammatical forms?
- What are grammatical uses?

# Grammar

- The study of grammar consists, in part, of looking at the way these forms are arranged and patterned.
- The unconscious way we combine, organize and change parts of words, words and groups of words to mean something when we speak, listen, read or write.
- As teachers, we use grammar to describe language by referring to its **forms and uses**.

# Grammatical forms

- The way words are made up and presented in spoken and written texts. We can identify grammatical forms in:
  - Words that contain prefixes and suffixes
  - Parts of speech
  - Grammatical structures

# Words that contain prefixes and suffixes

- When we build words by the use of affixes we are also talking about grammar.

Base word + affix can change meaning

boy- boys

play-played

appear-disappear

# Parts of speech (also known as word class)

- How many parts of speech do you know or remember?

# Parts of speech

## (also known as word class)

- They describe how words behave in sentences. How they work with other words in a sentence.

There are 9 parts of speech in English:

\*nouns

\*pronouns

\*adjectives

\*verbs

\*adverbs

\*determiners

\*prepositions

\*conjunctions

\*exclamations

# Parts of speech

Part of speech	Examples	Function(s)	Some subcategories
Nouns	children sugar	to name people, places, things, qualities, ideas, or activities to act as the subject/object of the verb	countable, uncountable, proper, common, abstract, collective
Verbs	see run take off	to show an action, state or experience	transitive, intransitive, regular, irregular, participles, gerunds, infinitives, modals, multi-word verbs, phrasal verbs, tenses, active voice, passive voice, imperative
Adjectives	easy	to describe or give more information about a noun, pronoun or part of a sentence	comparative, superlative
Adverbs	completely yesterday at the end	to say more about how, when, where, etc. something happens by adding information to adjectives, verbs, other adverbs or sentences	degree, manner, time, focus, frequency, quantity, attitude markers

# Parts of speech

Determiners	<i>my</i> <i>the</i> <i>this</i> <i>both</i>	to make clear which noun is referred to	possessive adjectives, articles, demonstrative adjectives, quantifiers
Prepositions	<i>after</i> <i>at</i> <i>in the middle of</i>	to show the relationship between a noun, noun phrase or pronoun and another word or phrase	time, place, direction, contrast, exemplification, exception, cause and effect, dependent
Pronouns	<i>she</i> <i>mine</i> <i>who</i> <i>myself</i>	to replace or refer to a noun or noun phrase mentioned earlier or about to be mentioned	personal, possessive, relative, reflexive
Conjunctions	<i>as</i> <i>and</i> <i>but</i>	to join words, sentences or parts of sentences	reason, addition, contrast, time, condition, purpose, result
Exclamations	<i>er</i> <i>ow</i>	to show a (strong) feeling – especially in informal spoken language	feelings of doubt or pain

# Think about an example

- A noun can act as the subject of a verb but an adjective by itself cannot.
- An adverb can combine with an adjective but an adjective cannot combine with another adjective.
- A noun can combine with another noun

# Think about an example

- A noun can act as the subject of a verb but an adjective by itself cannot.  
The tall girl ran very fast but not Tall ran very fast
- An adverb can combine with an adjective but an adjective cannot combine with another adjective.  
well organized but never good organized
- A noun can combine with another noun  
a car park

# Grammatical structure

- There are different grammatical forms in a grammatical structures or patterns.

# Grammatical structure

- Give me some examples of the patterns you follow to

Ask a question about someone's address

To talk about something you are doing at the moment of speaking.

STRUCTURE  
(Name)

FORM  
(formula)

EXAMPLE

# Grammatical structure

- How many do you remember?  
(group work)

# Grammatical uses

- They refer to the way grammatical structures are used to **convey** meaning. For example  
She is flying (now)  
She is flying (specific time in the future)

# Grammar

- Despite grammar is partly the study of what structures are possible in a language (as an analysis at the level of the sentence), it is a description of the rules that govern how a language sentence is formed. For this reason it attempts to explain why the following sentences are acceptable or not

We are not at home now.

Right now we are not at home.

Not we at right home now are (Syntax- rules for order)

We is not at home right now (Morphology- formation of words)

# Grammar

- The capacity to recognize the constraints on how sentence elements are chained and how sentence slots are filled is a great quality. However, many mistakes made by second language learners come from overgeneralizing rules (from L1-L2 or even from L2-L2)  
e.g.

L1-L2 “ation”

L2-L2 face-surface

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# Teaching Grammar from rules

- Deductive approach vs Inductive approach  
(two teams 10 minutes to prepare a presentation)
  - Differences
  - Short or long term learning

# Teaching Grammar from rules (rule-driven)

- Deductive approach: it starts with the presentation of a rule and it is followed by examples in which rules are applied.

Advantages:

- It is direct, no-nonsense, and can be very efficient.
- It respects ss' intelligence, expectations, and learning style (specially the analytically inclined)

Constraints:

- It can be seen as dull, over-technical, and demotivating
- Certain kinds of learners including YL may react in a negative way
- It doesn't promote communication (knowing the rules without being able to produce the language)

# Teaching Grammar from rules

- Identify how user-friendly the rules are!!! Helpful rules include:
  - \*TRUTH- is the rule true?
  - \*LIMITATION- clear on what the rule covers or not
  - \*CLARITY- clearly expressed
  - \*SIMPLICITY- uncluttered with sub-rules and exceptions
  - \*FAMILIARITY- familiar concepts for ss
  - \*RELEVANCE- it reflects specific needs/problems ss face

# Teaching Grammar from rules

- How does the T present the rules? For assuring effectiveness, rule presentation must include the following features:
  - it must be illustrated by examples.
  - concrete (short)
  - convey understanding (controlled-free)
  - ss must have the chance to personalize the rule.

# Teaching Grammar from examples (rule-discovery)

- Inductive approach: it starts with some examples from which a rule is inferred.
- Examples presented to SS must be intelligible and organized to promote efficient learning; without having met the rule ss study examples and from those examples derives an understanding of the rule.
- Both approaches might lead on to further practice of the rule until application is done in a natural way.
- Seems to be the same way as L1 is acquired by exposition

# Teaching Grammar from examples (rule-discovery)

- By exposition to massive amount of input, regularities and patterns of the language become evident.
- Induction is strongly identified with experiential methods of instruction such as Direct Method or Natural Approach which assume that input is processed inductively without translation. However, they differ in the way they select and organize the input and the frequency of T's intervention.

# Teaching Grammar from examples (rule-discovery)

- Advantages:
  - By discovering rules, SS are more likely to fit their existing mental structures, they become more meaningful and memorable, thus serviceable.
  - The mental effort involves a deeper degree of cognition that ensures greater memorability
  - SS are actively involved in their learning process, promoting attentiveness and motivation.
  - It favors pattern-recognition & problem solving abilities, so SS are challenged (specially if it is done collaboratively and in the L2 for further practice)
  - Working things out allows SS to have self-reliance & autonomy.

# Teaching Grammar from examples (rule-discovery)

- Disadvantages:
  - Time
  - Energy
  - Misleads into believing that rules are the objective rather than a means.
  - Wrong rule hypothesis.
  - Heavy demand of Ts' planning (accurate formulation of the rule and intelligible data)
  - Frustration

# Teaching Grammar through texts

- Language is content-sensitive, without a context it is hardly possible to recover the intended meaning of words or phrases. Words are taken out of the context of a sentence. Sentences are taken out of the context of texts. Decontextualized sentences or texts lose their meaning.
  - Text
  - Co-text
  - Context of situation
  - Culture
  - Context of culture
- For this reason, decontextualized grammar results in practice exercises that are of doubtful value

# Teaching Grammar through texts

- Language is context-sensitive so an utterance becomes fully intelligible only when it is placed in its context.

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