



# Chapter 2.

## Learning and Teaching Grammar

### Web Activities

#### Web activity 1

Test your understanding of what has been presented in this chapter by discussing the following:

1. Why is the Grammar-Translation Method inappropriate nowadays?

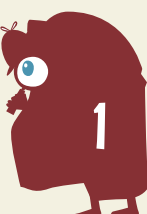
2. Explain Stephen Krashen's Non-Interface Hypothesis in relation to grammar.

3. What does it mean to understand grammaring as a skill?

4. How are grammar and language acquisition connected?

5. What is the difference between the inductive and deductive approaches and how does this affect the teacher's role?

6. Why do we need to use oral as well as written grammar exercises?



7. What is meant by a learner's interlanguage?

8. What is the difference between a traditional view of learner's mistakes and a view that takes the interlanguage into consideration?

9. Explain fig. 2.3.

10. Describe the three stages in the development of interlanguage (lexicalisation, grammaticalization and sophistication)

11. What already needs internalization during the grammaticalization phase?

12. Why are some parts of language easy to learn and others more difficult? (see fig. 2.4)

13. What is the difference between text-internal and text-external? What can we use this knowledge for?

14. Explain the three dimensions of grammar (FORM, MEANING and USE).

15. How can we use the awareness of the three dimensions in teaching?



16. Should we teach grammar in English or Danish and which terminology should we use?

17. Why is it better to give reasons than rules?

18. Explain the three phases of a form-focused task.

19. Why must an English teacher know grammar and not only grammaring: why must he have explicit knowledge and develop a metalanguage whereas his learners mainly need implicit knowledge?

## Web activity 2

1. Analyze the learner's text below:

a. In which areas does the learner succeed?

b. What mistakes has he made?

**MEANING  
FORM USE**

In general, when we find a problem in a learner's text, we must be systematic about each problem:

1. Identify and categorize: find the problem (identify) and say what kind of problem it is (categorize).
2. Correct: say what we would say instead.
3. Explain: say why we would say this instead.
4. Interpretation: interpret the problem – why did he make the error?

This means we have to explain as explicitly as possible what the correct answer should be and why by using the proper terminology. Here is an example:

The learner had written this sentence: *Yesterday went he to London.*

1. Identify and categorize: *went he* is the wrong word order of the Subject and the Verbal.
2. Correct: *he went.*



3. Explain: the Subject (*he*) is generally placed in front of the Verbal (*went*) in English.
  4. Interpretation: It is a transfer from Danish (Danicism), which has inversion when the first slot is occupied by something other than the Subject.
2. How would you advise the learner? What would you focus on? What is most important for the learner at his/her present stage of interlanguage development?
  3. Afterwards reflect on your own capacity for advising learners:
    - a. What are you already good at?
    - b. What do you still need to learn?



## 1 Gossip

2 *Gossip is something we all do, or have done maybe not conscious but its something that lies in every bodies*  
 3 *personality, some do it a lot and some try never to.*

4 *Gossip almost seams alive, and it is, its alive because people will pay to hear about it and people will do*  
 5 *anything if they can make money, and almost all newspapers and weakly magazines are filled whit gossip*  
 6 *and it's a weary profiting business, gossip has made a lot of millionaires in the past time, and they are often*  
 7 *highly educated experiences journalists and forexampl here in Denmark we have a former minister (Hans*  
 8 *Engel) as the editor of a merger gossip-newspaper called (Ekstra Bladet), it is greed that makes highly*  
 9 *educated people like him say yes to work as editor at this gossip newspaper instate of a newspaper that*  
 10 *goes on fact.*

11 *The people that are written about in the gossip magazines often don't really now who to react to the thing*  
 12 *that was retten about them, some denye it and wants to get the case over as fast as possible, and some*  
 13 *need the publicity so they hold on to the gossip story about them and some even make up gossip stories*  
 14 *about them self so they will get tin the media, it could be an actor that hasn't made a movie in a long time*  
 15 *or an ackter that needs a big brake in his/hers first movie, so you can ouse gossip for something good but*  
 16 *you have to use it Caerphilly cause if you get greedy gossip will have its revenge in some way.*

## Web activity 3

### Test your ability to apply what you know from this chapter:

Examine different text books used at school in Denmark to find out how they deal with grammar.

Here are some questions to help your analysis:

- a. Is grammar presented in a communicative context?
- b. Does the material include FORM, MEANING and USE – or does it focus on FORM (morphology and syntax) only?
- c. Are the MEANING and the USE dimensions of the grammatical structures clearly explained?
- d. Are there both oral and written exercises?
- e. Are there exercises that demand interaction among the children?
- f. Are the learners encouraged to discover grammar themselves through inductive exercises that encourage the formation of hypotheses, is it a traditional deductive approach or a mix of both?
- g. Which terminology and language are used? (Danish or English?)
- h. Is the level appropriate?
- i. Can the material be used for learners at several levels (differentiated teaching)?
- j. Is the layout clear and motivating?
- k. Is there anything else you would like to examine?
- l. Sum up: advantages and disadvantages and whether you would like to use the material (why/why not)?



## Web activity 4

Example: At a Year 5 parent-teacher meeting some of the parents complain that the teacher does not teach grammar the way that they think best (which is usually the way they were taught grammar themselves).

- a. Some of the parents think there should be much more rote-teaching; that's the best way to learn grammar, they say. So more rules, learning by heart, fill-in-the-blanks exercises and the like.
  - b. Others think that it is not necessary to teach explicit grammar at all. As long as the learners use English a lot at school, they feel certain that their children will learn it naturally because they would be able to hear themselves what was right and wrong.
1. Act out a role-play in groups of three students in which one student is the teacher, another one represents traditional grammar teaching and the third student represents no-grammar teaching. Prepare by writing down key words before you start.
  2. Afterwards discuss your arguments for each method and discuss the influence of what we might call "fagtraditionen" among English teachers with regard to how to teach grammar.

## Web activity 5

Examine *Faghæfte 2 – Engelsk*. What can you say about the approaches to learning/teaching and to language that are implicit in the guidelines? What are the pupils specifically meant to learn at the different key stages? (Examine the sections with "Trinmål" and "Læseplan"). You may want to consider:

- The view of errors and the development of the interlanguage
- Language seen as form as opposed to language seen as a means for communication
- The progression of grammaring

