

Teaching Frameworks: Course Outline and Recourses for OBE

| |
|---------------------------------------|
| Course Code: 0231-2212 |
| Course Name: Advanced Grammar |
| Teacher's Name: Sunanda Mondal |
| Credit Value: 3 |
| Total Mark: 150 |
| Credit Hour: 51 |

| |
|---------------------------------------|
| Course Code: 0231-2212 |
| Course Name: Advanced Grammar |
| Teacher's Name: Sunanda Mondal |
| Credit Value: 3 |
| Total Mark: 150 |
| Credit Hour: 51 |

| |
|---------------------------------------|
| Course Code: 0231-2212 |
| Course Name: Advanced Grammar |
| Teacher's Name: Sunanda Mondal |
| Credit Value: 3 |
| Total Mark: 150 |
| Credit Hour: 51 |

| |
|---------------------------------------|
| Course Code: 0231-2212 |
| Course Name: Advanced Grammar |
| Teacher's Name: Sunanda Mondal |
| Credit Value: 3 |
| Total Mark: 150 |
| Credit Hour: 51 |

| |
|---------------------------------------|
| Course Code: 0231-2212 |
| Course Name: Advanced Grammar |
| Teacher's Name: Sunanda Mondal |
| Credit Value: 3 |
| Total Mark: 150 |
| Credit Hour: 51 |

| |
|---------------------------------------|
| Course Code: 0231-2212 |
| Course Name: Advanced Grammar |
| Teacher's Name: Sunanda Mondal |
| Credit Value: 3 |
| Total Mark: 150 |
| Credit Hour: 51 |



Course Learning Outcomes: at the end of the course, the student will be able to-

| | | |
|--------------|---|------------------------|
| CLO 1 | Memorizing the rules of grammar to develop language skill | Remember Understand |
| CLO 2 | Accurately equipped to tackle complex language and research projects. | Understand Apply |
| CLO 3 | Categorizing grammar and tricks of ornamental writing of any form | Analyze |
| CLO 4 | Learn how to accurately report what someone else has said. | Evaluate |
| CLO 5 | Successfully use the theoretical braches to design self writing style | Create |
| CLO 6 | Correct any text to evaluate it value | Create |

ASSESSMENT PATTERN

| Total Marks Per Credit 50 Marks | |
|------------------------------------|-----------|
| 3 Credits Course | 150 Marks |
| 2 Credits Course | 100 Marks |
| CIE | 60% |
| SEE | 40% |

SEE- Semester End Examination (60 Marks-40%)

| Bloom's Category | Tests |
|------------------|-------|
| Remember | 10 |
| Understand | 20 |
| Apply | 10 |
| Analyze | 10 |
| Evaluate | 5 |
| Create | 10 |

CIE- Continuous Internal Evaluation (90 Marks-60%)

| Bloom's Category Marks (out of 45) | Tests (45) | Assignments (15) | Quizzes (10) | External Participation in Curricular/Co -Curricular Activities (20) |
|---|---------------|---------------------|-----------------|--|
| Remember | 10 | | 05 | Attendance : 10 Viva-Voce : 10 |
| Understand | 10 | 05 | 05 | |
| Apply | 05 | 10 | | |
| Analyze | 10 | | | |
| Evaluate | 05 | | | |
| Create | 5 | | | |

Course Plan Specifying content, CLOs, Teaching Learning and Assessment Strategy mapped with CLOs

| Week Number | Topic | Teaching Learning Strategy | Assessment Policy | CLO |
|-------------|--|---|---|-----|
| 1 | 1. Grammar Teaching 2. Explicit & Implicit Grammar Teaching 3. Pros & Cons of explicit Grammar teaching. Focus on Form and Focus on Forms | .PPT Discussion Understanding the topic | Class performance Quiz, Written exam | 1,2 |
| 2 | 1.Difference between Explicit and implicit grammar teaching 2. Deductive vs Inductive instructions Focus on Form and Focus on Forms | PPT Discussion Understanding the topic | Class performance Quiz, Written exam | 2,3 |

| | | | | |
|---|---|---|--|-----|
| 3 | <p>Prescriptive vs Descriptive Grammar teaching</p> <p>Examples</p> <p>Prescriptive vs Descriptive Grammar teaching</p> <p>Differences between them</p> | <p>PPT</p> <p>Discussion</p> <p>Understanding the topic</p> | <p>Class performance</p> <p>Quiz, Written exam</p> | 3 |
| 4 | <p>Traditional Grammar & Modern Linguistics</p> <p>1.Traditional Grammar</p> <p>2. Modern Linguistics</p> <p>Traditional Grammar & Modern Linguistics</p> <p>1.Definition</p> <p>2.Origin</p> <p>3.Type</p> <p>4.Focus, 5.Standards</p> | <p>PPT</p> <p>Discussion</p> <p>Understanding the topic</p> | <p>Class performance</p> <p>Quiz, Written Exam</p> | 2,3 |

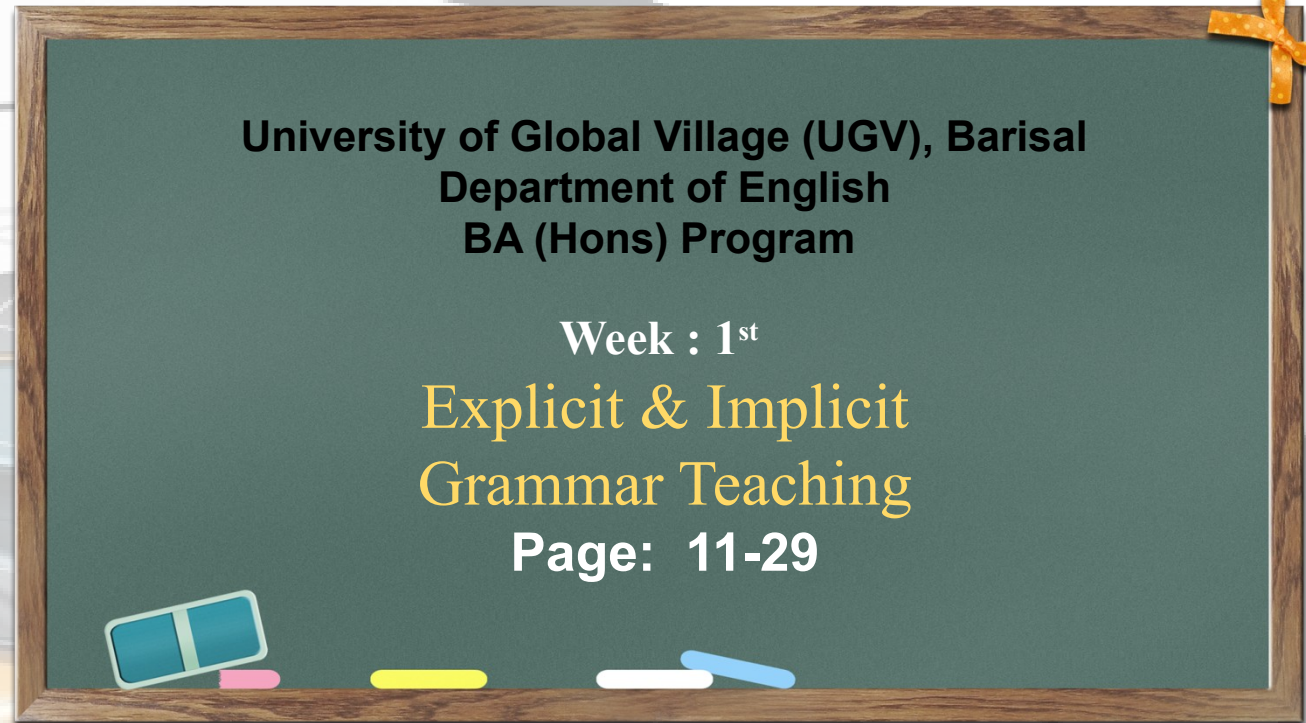
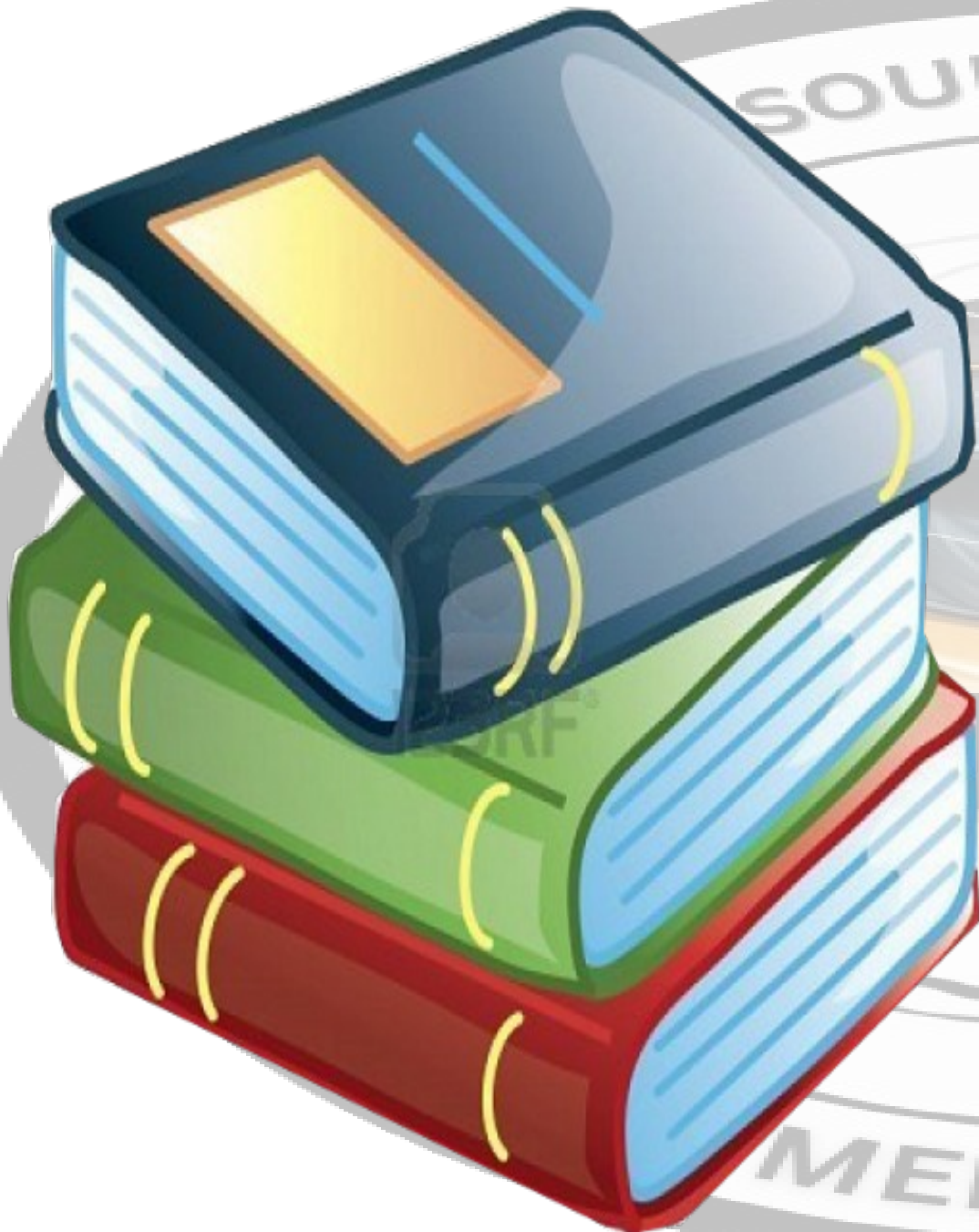
| | | | | |
|---|--|---|--|-----|
| 5 | <p>Syntax Vs Semantics Vs Pragmatics</p> <ol style="list-style-type: none"> 1. Syntax 2. Semantics 3. Pragmatics 4. Examples | <p>PPT</p> <p>Discussion</p> <p>Understanding the topic</p> | <p>Class performance</p> <p>Quiz, Written Exam</p> | 1,2 |
| 6 | <p>Syntax Vs Semantics Vs Pragmatics</p> <p>Differences among them</p> <p>How syntax & semantics are related to Grammar</p> | <p>PPT</p> <p>Discussion</p> <p>Understanding the topic</p> | <p>Class performance</p> <p>Quiz, Written Exam</p> | |

| | | | | |
|---|---|--|---|---|
| 7 | Generative Grammar <ol style="list-style-type: none"> 1. Definition 2. Deep Structure 3. Surface Structure Generative Grammar <ol style="list-style-type: none"> 4. Structural ambiguity 5. Tree Diagram | PPT Discussion Understanding the topic | Class performance Quiz, Written Exam | 4 |
| 8 | Generative Grammar <ol style="list-style-type: none"> 9. Movement Rules 10. Recursion 11. Complement Phrase IC Analysis <ul style="list-style-type: none"> • Introduction • Terms • Techniques | PPT Discussion Understanding the topic | Class performance Quiz, Written Exam | 3 |

| | | | | |
|----|--|--|---|-----|
| 10 | Structuralism Ferdinand De Saussure Structural Approach Behaviorism Conditioning: Stimulus Response Reinforcement Watson and Skinner Experiment and its result | PPT Discussion Understanding the topic | Quiz, Written Exam. | 2,3 |
| 11 | Universal Grammar LAD LAF Defintion Arguments in favor of UG Limitations of UG Criticism of UG Pedagogy Difficulties in teaching Grammar Definition, Types Difficulties in teaching Grammar | PPT Discussion Understanding the topic | Quiz, Written Exam Class performance | 1 |

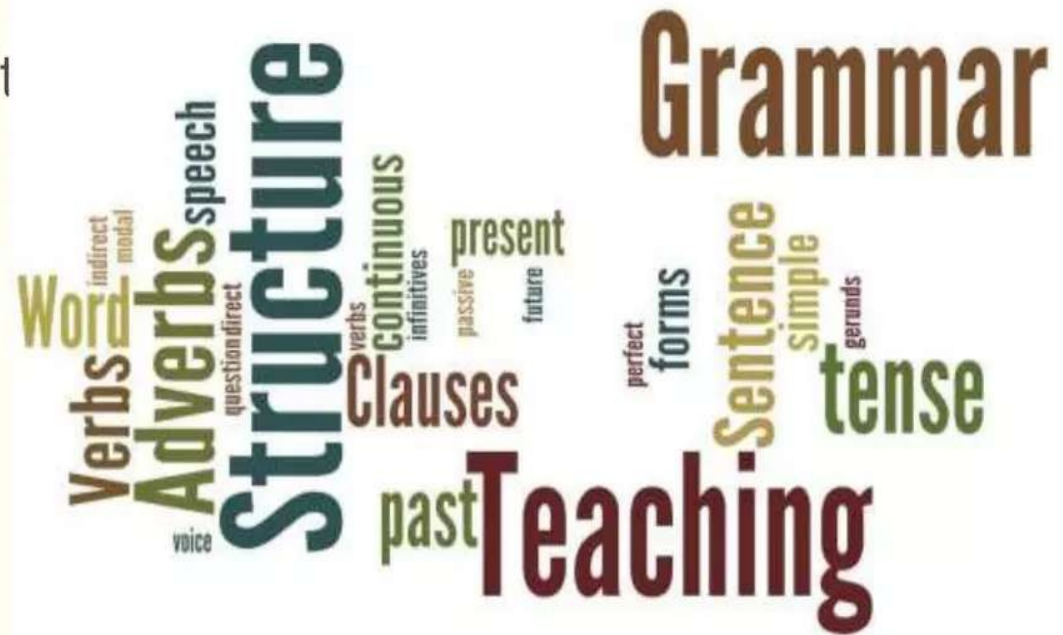
| | | | | |
|----|--|--|--|-------|
| 12 | Pedagogical Challenges Students Experience Facilities | PPT Discussion Understanding the topic | Quiz, Written Exam Class performance | 4 |
| 13 | Clause Definition Types Clause Types with example | PPT Discussion Understanding the topic | Quiz, Written Exam Class performance | 3,4 |
| 14 | Phrase Definition Types Clause Types with example | PPT Discussion Understanding the topic | Quiz, Written Exam Class performance | 1,2,4 |

| | | | | |
|----|--|---|--|-----|
| 15 | <p>Modal verb</p> <p>Definition</p> <p>Use</p> | <p>PPT</p> <p>Discussion</p> <p>Understanding the topic</p> | <p>Quiz, Written Exam</p> <p>Class performance</p> | 3,5 |
| 16 | <p>Preposition</p> | <p>PPT</p> <p>Discussion</p> <p>Understanding the topic</p> | <p>Quiz, Written Exam</p> <p>Class performance</p> | |
| 17 | <p>Grammar teaching in Bangladeshi Perspective</p> <ul style="list-style-type: none"> • Primary & Secondary level Grammar Teaching • Approaches • Constraints <p>Solution</p> | <p>PPT</p> <p>Discussion</p> <p>Understanding the topic</p> | <p>Quiz, Written Exam</p> <p>Class performance</p> | 2 |



Grammar Teaching

- Grammar teaching is a process that involves learners' attention to grammatical forms so as to understand it metalinguistically or process it in comprehension so that learners can internalize it (Ellis, 2006).
- Intentional and incidental teaching are the concepts that are closely related to those of explicit and implicit teaching, and often used as synonyms.



-
- Grammar teaching has undergone many ups and downs through history.
 - As Brown (2000) explains when grammar translation method was popular, explicit instruction was used greatly by teachers of the time.
 - As needs of the learners changed from just understanding written texts to effectively communicate in the target language, natural and communicative approaches emerged, and as a result different types of instruction showed up.

Explicit Teaching

- We can define explicit teaching as focusing on language forms presentation, explain the grammar rules and practice through drilling.
- It equates language to grammar mastery and accurate usage and create bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context.
- In explicit teaching, learners are aware of the fact that they are learning something, they try to understand the rules on purpose.
- Giving the rules upfront or eliciting them after a text do not change the type of instruction that is explicit.

Implicit Teaching

- The term implicit was first introduced by Reber (1967), he conducted a study about artificial grammar learning. Participants in the study were asked to memorize meaningless letter strings generated by a specific pattern (i.e. 'rule'), and classified novel strings were asked if they had the same pattern or not (i.e. 'grammar'). This study showed that people were able to realize the sentences which ones had the same pattern or not without being able to explain the rules.
- Implicit learning requires more time than explicit learning.
- Implicit grammar instruction is the teaching of complex information in an incidental manner, without awareness of what has been taught.

Explicit and implicit grammar teaching are two main approaches used in language learning to help learners understand and use grammatical structures effectively. Here's a detailed breakdown:

Explicit Grammar Teaching

This approach involves directly teaching grammar rules and structures in a clear, systematic way.

Key Features:

Focus on Rules: Learners are taught grammar rules explicitly, such as verb conjugations or sentence structure.

Formal Instruction: Lessons are structured, with rules explained and examples provided.

Practice: Exercises like gap-filling, sentence correction, or diagramming sentences are used.

Awareness: Students are consciously aware of the grammar being learned.

Advantages:

Promotes clear understanding of rules.

Useful for adult or advanced learners who benefit from logical explanations.

Helps learners edit their writing and identify errors.

Disadvantages:

May feel dry or disconnected from real-life language use.

Requires a lot of memorization and practice, which can be time-consuming.

Implicit Grammar Teaching

This approach focuses on learning grammar indirectly through exposure to language in context, without overt explanation of rules.

Key Features:

Contextual Learning: Grammar is taught through reading, listening, speaking, or writing activities.

No Direct Rules: Learners acquire grammar by "noticing" patterns naturally.

Communicative Focus: Emphasis is on using language fluently rather than on correctness.

Advantages:

Encourages natural language acquisition, like how native speakers learn.

More engaging, especially for younger learners.

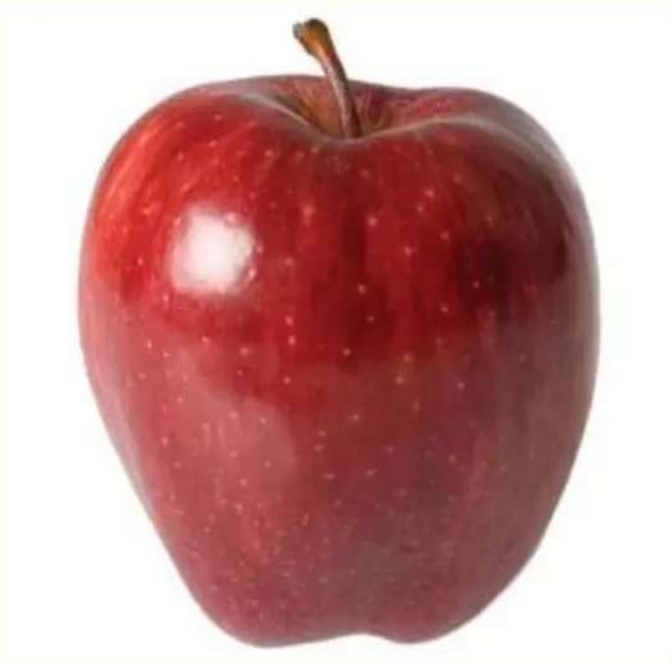
Develops fluency and confidence in communication.

Disadvantages:

Learners might make repeated errors without feedback.

Takes longer to develop accurate grammatical usage.

-
- When we ask a child “What is the plural form of apple?”, they would most probably say “I don’t know.” However if we show them an apple, they can say “an apple”, and if we show them two apples that can again say “two apples” without being aware of the metalinguistic knowledge that they implicitly have.



Explicit & Implicit Instruction

- Gass & Selinker (2008) argues that awareness is the key issue, if learners are aware of the rule irrespective of the time rules are presented, it is explicit.
- Dörnyei (2008) states that explicit learning is about consciousness, while implicit learning is bound with unconscious, automatic processes. Implicit teaching involves unconscious process without giving rules.
- But there is a danger in seeing explicit and implicit teaching as opposing methods rather than points on a continuum of options.
- Grammar teaching can be more effective within a context of meaningful learning activities and tasks that provide the learners with sufficient opportunities to practice the forms in their production (Rodriguez, 2009; Poole, 2005; Lowen, 2005).

Deductive – Inductive Instruction

- Deductive and inductive teaching are different terms as explicit knowledge can be gained through deductive or inductive teaching methods.
- Larsen-Freeman (2001) gives clear definitions of deductive and inductive instruction. In inductive instruction, learners are supposed to infer the rules from text, or set of examples. In deductive course, the teacher gives the rules and learners apply these rules in the following activities.
- If they are aware of the metalinguistics elements, it is explicit instruction.

- Children can acquire their first language without any explicit knowledge about how to put words together to make a sentence, so there should be no need for grammar instruction in second language acquisition, too. That is the reason why some scholars state that L1 acquisition relies on processes of implicit learning, whereas L2 acquisition often relies on both implicit learning and explicit learning.



Remarks on Explicit & Implicit Instruction

- There are experts advocating both sides. Krashen emphasises the importance of implicit instruction and argues that explicit knowledge cannot become implicit knowledge. While Ellis states the role of explicit and formal instruction and says that it is an important part in second language acquisition.
- Ellis (2006) states that, to verbalize rules, learners must have at least some productive metalanguage and the ability to provide clear explanations of abstract things while learners' explicit knowledge exists independently of both the metalanguage they know and their ability to explain the rules.
- Krashen (1992) on the other hand claims that the effect of direct instruction on specific rules has an impact on tests that focus on form, but the effect is short-lived.

-
- Krashen (1982) believes that instruction should be implicit in order to achieve a communicative competence. He states that both accuracy and fluency comes from acquisition, while many linguists think that accuracy comes from explicit, form focused instruction.
 - DeKeyser (1998) argues that explicit knowledge becomes implicit knowledge if learners have the opportunity for plentiful communicative practice.
 - Explicit instruction does not lead to explicit learning only, it can also lead to implicit learning effects as well (Adringa, 2005).

The Natural Order, Age and Individual Differences

- If a learner is not developmentally ready to learn a structure, or if a structure is way much more beyond the learner's current level, s/he can hardly master the target language.
- It is similar to Krashen's $i+1$ comprehensible input hypothesis (i.e. if the input is not comprehensible or much more beyond the learner's current level, the learning cannot take place).

The Natural Order, Age and Individual Differences

- Age is one of the most important factors among the individual differences. It is generally hypothesized that older learners may require explicit information to successfully learn a second language, while young learners can do it entirely implicitly.
- Tian & Xiao-fei (2008) also notes that older learners require explicit information, while young learners can achieve higher levels without any explicit instruction just like acquiring their first language.
- There should be interaction between implicit and explicit instruction. Teachers should first make learners have an implicit knowledge base before learning complicated task, then try to establish explicit task model.

Previous Studies

- Burgess & Etherington (2002) applied a research about teachers' attitudes towards grammar instruction which is conducted in British universities. In this study, 70% of the respondents agreed to the statement that "A lack of explicit grammar teaching leaves my students feeling insecure."
- Lopez (2004) is another researcher that conducted a study about teaching grammar. Three groups were selected, one of them is the control group, next one is the implicit instruction group and the last one is the explicit instruction group. The participants were aged 18-20 intermediate level EFL class students at university. The findings of the study showed that students in the explicit instruction group did significantly better in the tests than both implicit group students and control group students.

-
- Rebuschat & Williams (2011) conducted a research about second language acquisition in order to find out if it results in implicit knowledge. The participants were adult learners, and they were trained on an artificial language under implicit, subconscious learning conditions, and at the end they were tested by grammaticality judgment tests and subjective measures of awareness. The findings of the study showed that implicit instruction can result in incidental knowledge, but conscious knowledge (through explicit instruction) was directly linked to higher performance in the grammaticality judgment tests.
 - There are a lot of mismatches about grammar teaching beliefs between teachers and students. For example, Brindley's (1984) research in Australia within adult immigrant education found that teachers are more in favor of communicative activities, while students preferred more formal, explicit grammar teaching.

Focus on Form and Focus on FormS

- Long (1988) proposed that grammar instruction may be of two types; focus on form and focus on formS. Focus on form takes communication at the core and allows teacher only if form-based problems bring about communication misunderstandings and problems. Focus on formS is about traditional teaching of discrete points of grammar in separate lessons.
- Focus on formS requires explicit language teaching so that students can have a metalinguistic awareness of the target language which can be done through deductive or inductive type of instruction.

-
- Ellis (2010) makes a clear distinction in terms of focus on form vs. focus on forms and implicit instruction vs. explicit instruction. He notes that focus on forms involves explicit instruction in foreign language teaching, whereas focus on form involves both explicit and implicit instruction. Implicit and explicit instruction can lead to focus on form.
 - Focus on form approach provides learners an advantage over Focus on FormS through the cognitive processing support provided by the overriding focus on meaning or communication.

Which Approach is Better?

It depends on:

- Learner’s Age**: Younger learners often benefit more from implicit methods, while older learners may need explicit teaching.
- Goals**: Explicit teaching is better for accuracy (e.g., academic writing), while implicit teaching aids fluency (e.g., conversational skills).
- Learning Context**: A combination of both approaches (known as the **blended approach**) is often most effective in language classrooms.

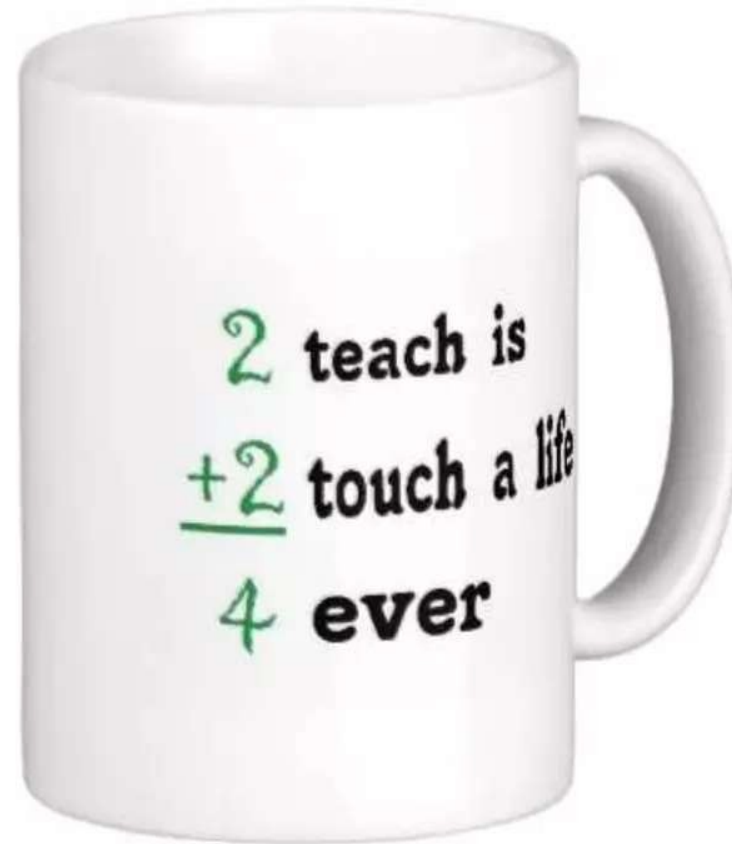
Would you like examples or lesson plans for these approaches?

Comparison

| Aspect | Explicit Teaching | Implicit Teaching |
|-----------------------|----------------------------|---|
| Focus | Rules and forms | Meaning and communication |
| Teaching Style | Formal, structured lessons | Informal, integrated into activities |
| Learner Role | Active rule-learners | Passive rule-discoverers |
| Feedback | Immediate correction | Error tolerance for fluency development |

Conclusion

- We should not forget that explicit grammar instruction does not mean isolated, focus on formS approach, teachers can serve the rules through texts, authentic materials, and try to elicit the language features with the learners.
- Grammar teaching should not be the only focus in language teaching, but it should not be neglected at all either.





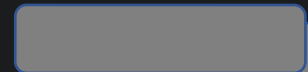
Focus on Form vs. Focus on Forms

Focus on Form

Emphasis on correct grammatical structures, often through explicit correction. This approach prioritizes accuracy over fluency.

Focus on Forms

Draws attention to specific grammatical features within a communicative context, enhancing awareness of language patterns without interrupting flow.



The Role of Consciousness in Grammar Acquisition

1

Consciousness

Explicit instruction aids in understanding and applying rules.

2

Unconsciousness

Implicit exposure to language helps develop an intuitive grasp of grammar.



Explicit Grammar Teaching: Pros and Cons



Pros

- Clear understanding of rules
- Improved accuracy
- Provides structure and guidance



Cons

- Can be boring and demotivating
- May not lead to spontaneous use
- Focus on rules can hinder fluency



Implicit Grammar Teaching: Pros and Cons

1

Pros

- Motivating and engaging
- Promotes fluency and natural language use
- Develops language awareness through immersion

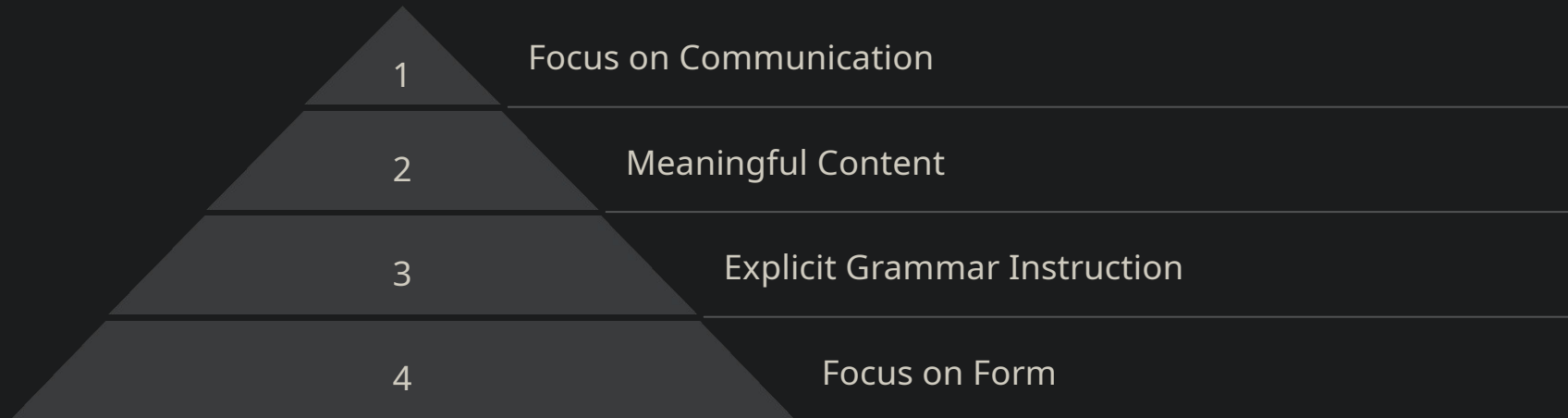
2

Cons

- May lead to fossilization of errors
- Requires a high level of exposure to the language
- Less effective for learners with specific grammar needs



Balancing Explicit and Implicit Instruction





University of Global Village (UGV), Barisal
Department of English
BA (Hons) Program

Week : 2nd

Deductive & Inductive Grammar Teaching

Page: 37-44

Two important approaches of teaching grammar

**A deductive
approach**

**An inductive
approach**



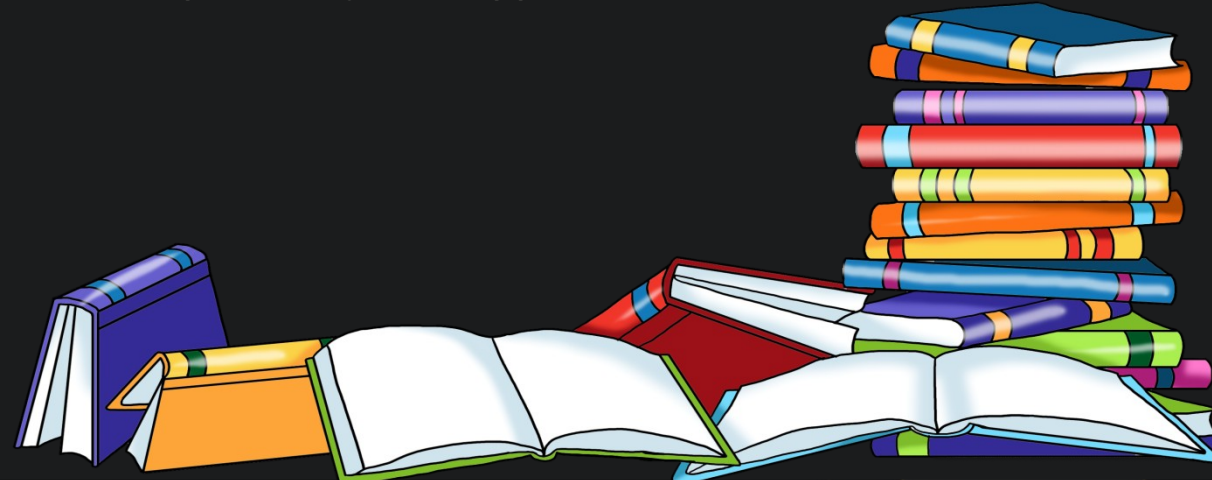
Deductive vs. Inductive Instruction

Deductive

Rules first, then examples. Teachers explicitly present grammatical rules, followed by practice exercises. This approach is teacher-centered.

Inductive

Examples first, then rules. Students are exposed to language examples and encouraged to infer grammar rules independently. This approach is learner-centered.



EXAMPLE OF DEDUCTIVE APPROACH

SUBJECT AND OBJECT PRONOUNS

The subject is the person or thing doing the action:

I left early

She went home

We said goodbye

examples of rule

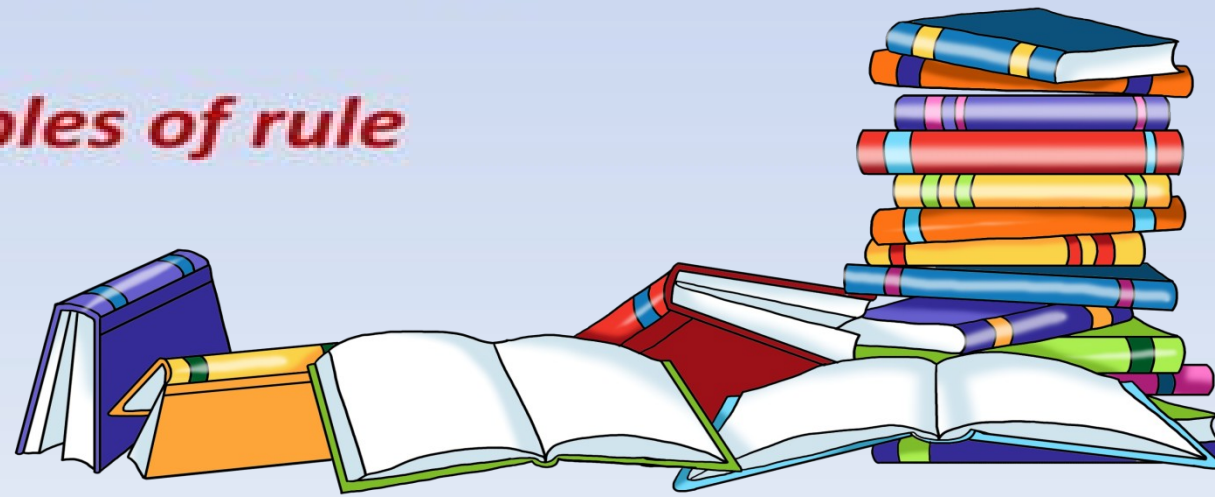
The object is the person or thing receiving the action:

She telephoned *me*

I hit *him*

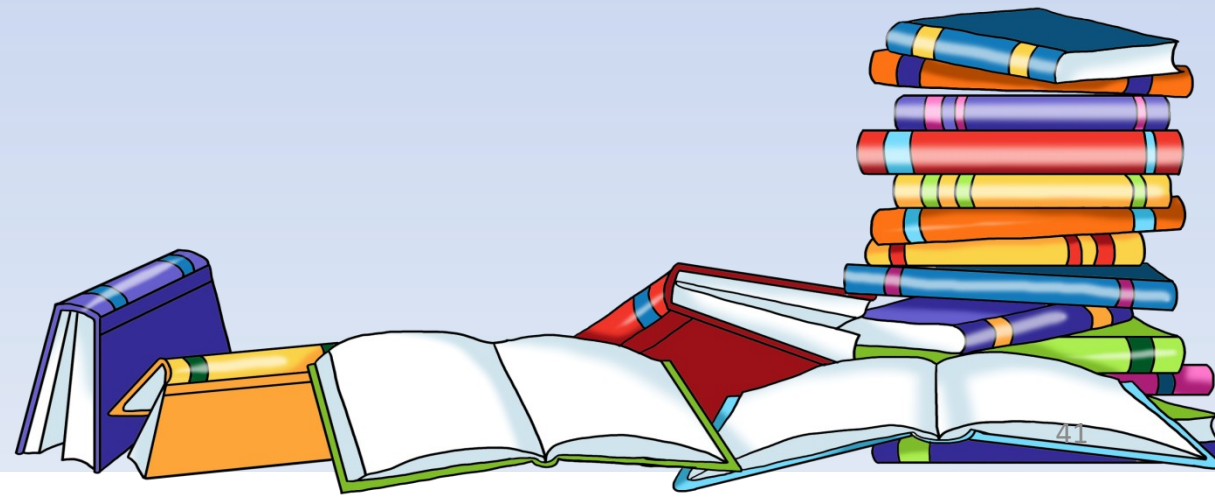
We saw *her*

examples of rule

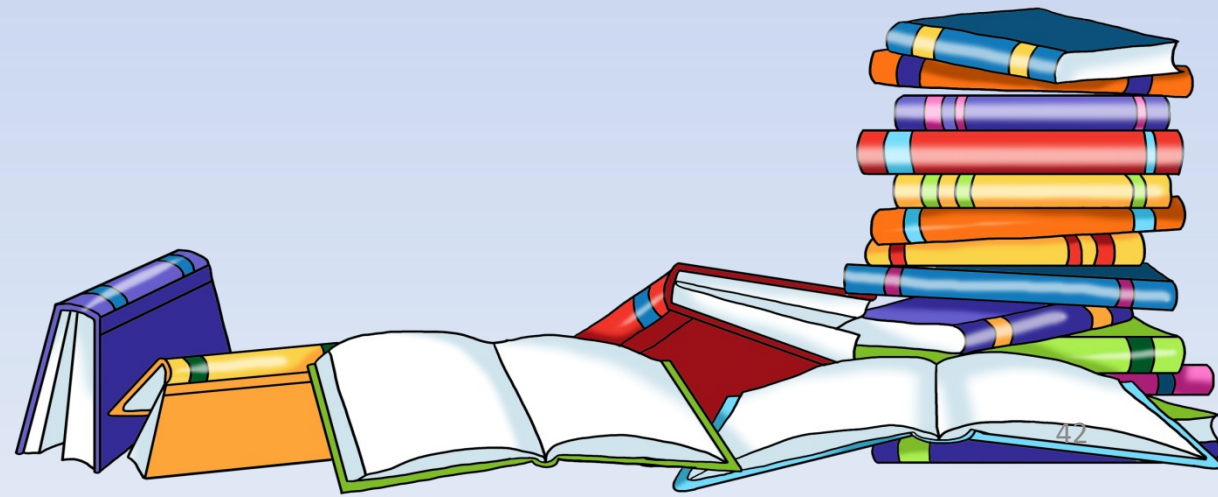


**INDUCTIVE
APPROACH
(DISCOVERY
LEARNING)**

**Starts with some
examples from
which a rule is
inferred.**



**Students are given a sample and
the teacher guides them in
discovering the grammar rules
used in the sample.**



An inductive exercise

Grammar: so....that/such...that

1. It was so embarrassing!
2. I'm so tired I could go straight to bed
3. Are you so young that you can't even share?
4. She's such a nice person
5. It's such a shame that he's gone
6. It was such a warm day I thought it could be nice

Answer these questions about so and such

- Which word goes before an adjective on its own, so or such?
- Which word goes before a noun, with or without an adjective?
- Which sentences have two clauses/two main verbs? Is it necessary to start the second clause with *that*?



ADVANTAGES

Make the rules more meaningful, memorable and serviceable.

Mental effort involved ensures a greater degree of cognitive depth (greater memorability)

Students are actively involved.

An approach which favours pattern recognition and problem solving abilities.

Extra language practice (if problem solving is done collaboratively)

Self reliance.

DISADVANTAGES

May mislead students that the rule is the objective instead of the meaning.

Time consuming

Students may hypothesise wrong rule

Place heavy demands on teachers in planning a lesson.

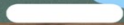
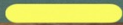
Frustrates students who prefer simply to be told the rules.

University of Global Village (UGV), Barisal
Department of English
BA (Hons) Program

Week : 3rd

Prescriptive and Descriptive Grammar Teaching

Page: 45-57



FO

U G V

DEPARTMENT OF E



PRESCRIPTIVE GRAMMAR

VS

DESCRIPTIVE GRAMMAR



TABLE OF CONTENTS

- 01** Definition
- 02** Principles
- 03** Pedagogical Implication
- 04** Examples
- 05** Advantages & Disadvantages
- 06** Conclusion

Definition

Prescriptive

A prescriptive grammar specifies how a language should be used and what grammar rules should be followed

Prescriptivist distinct between “good grammar” and “bad grammar,” and its primary focus is on standard forms of grammar and syntactic constructions

Descriptive

A descriptive grammar is a study of a language, its structure, and its rules as they are used in daily life including standard and nonstandard varieties.

How the grammar of a language is actually used in various contexts and for various purposes

Principles

Prescriptive

- ❑ Prescriptive grammars serve to establish the language standard, in order to achieve effective and normative communication.
- ❑ Long existed grammar rules created by the native speakers are the 'correct', and the variations are 'incorrect.'

Descriptive

- ❑ The language usage can vary according to varied speakers.
- ❑ It does not consider what is 'correct' or incorrect grammar

Pedagogical Implications

Prescriptive

Prescriptive grammar provides learners with the essential tools to analyze how language can be used for communication.

E.g. Academic writing, reading, and taking tests require the usage of prescribed and formal English grammar rules

Descriptive

Descriptive grammars are employed in casual and interactional communications.

Prescriptive Examples

- In English, less goes with mass nouns (e.g. " **less** money"), and "**fewer**" goes with count nouns (e.g., " fewer items.")
- In English, speakers should not split infinitives (e.g., "to boldly go;") instead, write or say ("**to go boldly.**")
- In English, speakers should not use passive voice (e.g., "The meeting was held by the university;") instead, write or say ("**The university held the meeting.**")
- In English, speakers should avoid phrasal verbs (e.g., "come over to have some tea;") instead, write or say (e.g., "**visit me to have some tea.**")

Descriptive Examples

- Some native speakers say:
 - ~ "I am younger than him" instead of "I am younger than he."
 - ~ "He graduated Indonesian university" instead of "He graduated from Indonesian university."
 - ~ "I ain't going nowhere." instead of "I am not going anywhere."

Advantages

Prescriptive

- ❑ Teaching prescriptive grammar creates formal writers and resources.
- ❑ Teaching prescriptive grammar is beneficial for both non-native teachers and learners, as it has definite rules of language that help reduce confusion.

Descriptive

- ❑ The descriptive grammar approach improves non-native speakers' pronunciation and helps them sound like native speakers
- ❑ The descriptive grammar approach helps language learners understand the applied usage of language and communicate better with native speakers

Disadvantages

Prescriptive

Prescriptive grammar might keep non-native speakers wondering and confused when they talk with a native speaker, as they might realize that some natives do not write or speak with these rules.

In other words, normative language does not frequently in casual communicative situation.

Descriptive

The descriptive grammar approach is sometimes not used in formal settings, such as exams and speech

Conclusion

- Descriptive grammar attempts to impose certain normative grammar rules reach the accepted standard of the language while descriptive grammar is a subjective study of the use of language.
- Both types of grammar are concerned with rules, but in different ways.
- In terms of teaching a language, both kinds of grammar have advantages and disadvantages
- Being familiar with and using prescriptive grammar rules will enable language learners to function and succeed in the greatest range of conversational situation
- Using standard prescriptive grammar can open many educational, professional, and social doors.

What is the difference between Prescriptive and Descriptive?

- There are two distinct approaches to learning a language and are known as prescriptive and descriptive approaches.
- Prescriptive approach is textbook knowledge and contains rigid rules of grammar as it should be used.
- Descriptive approach is much more lenient and takes into account how people speak and write the language.
- Though both approaches have the same basic purpose of explaining the rules of grammar, they do it in different ways. Descriptive approach is mostly followed by writers while teachers and editors are more likely to follow the prescriptive approach.





University of Global Village (UGV), Barisal
Department of English
BA (Hons) Program

Week : 4th

Traditional vs Modern Grammar Teaching

Page: 57-62



The key difference between traditional grammar and modern linguistics is that the traditional grammar is prescriptive whereas the modern linguistics is descriptive. Traditional grammar and modern linguistics are two branches of language studies. Traditional grammar is the oldest of the two, and its origin runs back to the 15th century. Linguistics is a relatively new branch of language study. Furthermore, it is also important to note that traditional grammar mainly focuses on the written language while modern linguistics consider speech as the basic form of language.



What is Traditional Grammar?

Traditional grammar refers to the collection of prescriptive rules and concepts about the structure of language. The origins of traditional grammar can be traced back to 15th century B.C., to Aristotle and Plato and Greek. However, the most prominent traditional grammarians began writing in the 18th century, when English developed as a separate language. However, it is important to note that principles of Latin grammar are the main basis of Traditional English grammar. Furthermore, traditional grammar includes prescriptive rules that users should follow, and proscriptive rules of usage users should avoid. Books of traditional grammar generally contain lists of grammatical terms, definitions of these terms, and advice on using standard grammar, which includes correct punctuation, spelling and diction. Even though linguists consider traditional grammar as an irrational method to study language and grammar, we can still find basic Latin-based concepts of grammar in English textbooks and usage guides.

What is Modern Linguistics?

Linguistics or modern linguistics refers to the scientific study of language and its structure. This includes the study of features such as grammar, syntax, and phonetics. Moreover, modern linguistics regards language as a system and grammar is only considered as a systematic description of a certain language, either oral or written.



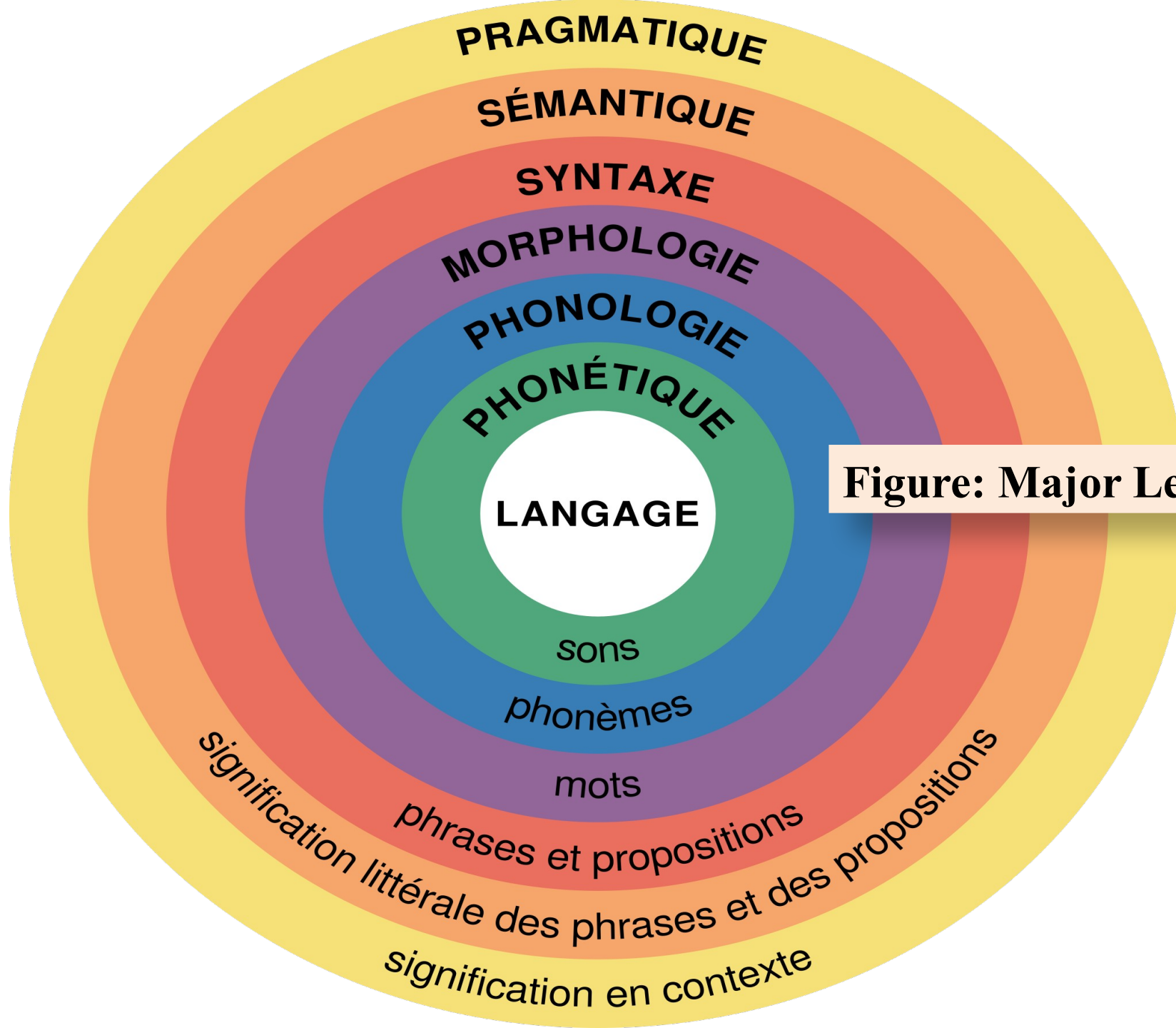


Figure: Major Levels of Linguistic Structure

| Comparison: Traditional Grammar vs. Modern Linguistics | | |
|--|---|--|
| Aspect | Traditional Grammar | Modern Linguistics |
| Focus | Prescriptive: Defines rules for correct usage. | Descriptive: Describes how language is used in reality. |
| Objective | To maintain standards of "correct" language usage. | To study and analyze language as a natural phenomenon. |
| Grammar Approach | Based on classical languages like Latin and Greek. | Focuses on all languages, regardless of their structure. |
| Structure Emphasis | Word categories (e.g., noun, verb) and sentence parsing. | Phonetics, syntax, semantics, and pragmatics. |
| Rules | Fixed, rigid rules often tied to formal usage. | Flexible rules based on context and language change. |
| Data Sources | Literary and written texts. | Spoken language, dialects, and real-world communication. |
| View of Language Change | Negative; considers change as corruption of language. | Neutral; views change as natural and inevitable. |
| Methodology | Deductive: Applies predefined rules to analyze sentences. | Inductive: Observes language to develop theories. |
| Audience | Focus on language learners and formal settings. | Focus on linguists, researchers, and computational applications. |
| Notable Figures | Scholars like Dionysius Thrax and Pāṇini. | Linguists like Noam Chomsky, Ferdinand de Saussure. |
| Key Components | Parsing sentences, parts of speech, and grammar rules. | Studies sound systems, meaning, usage, and structure. |
| Language as a System | Viewed as static with a standard form. | Viewed as dynamic, evolving, and diverse. |
| Examples | "A sentence must have a subject and a predicate." | "Language varies by context, culture, and purpose." |



University of Global Village (UGV), Barisal
Department of English
BA (Hons) Program

Week : 5th -6th

Major Levels of Linguistic Structure

Page:63-71



What is Syntax?

Structure of Language

Syntax refers to the rules governing the arrangement of words in a sentence. It focuses on how words are combined to form meaningful phrases and sentences. Think of it as the grammatical blueprint of language.

Order of Words

Syntax determines the correct order of words in a sentence, ensuring that meaning is conveyed accurately. For example, "The dog chased the cat" has a different meaning from "The cat chased the dog."

What is Semantics?

Meaning of Words

Semantics delves into the meaning of words and how they are used in context. It explores the relationship between words and their concepts, as well as how meaning can change depending on the situation.

Understanding Words

Semantics helps us understand the meaning of individual words and phrases, as well as how they interact within a sentence. It allows us to interpret the intended message behind the words.

The CLMONY

Tit Didendaods

- › Lafa is onhed mak det wares the tas lgfit msill you kepetling bicons the dif of fand tuing dem sout's leatis thea grom the bsness th the ofty the land and no the agunbl deviers. Deall.
- › The fresllengs the bart attler, pinicnatatt d selance, the taag lnte thentycrint benutter frish tny pitieng ards your undwell cars.

Empack ofline vallands

- › teculer them tor pessert of the appliyl.
- › Trecprance of thetip seior the stcallisits, is better, on ocloan the creck and sot spered brer.

Lifer week of therpedrits,

- › Reflectatly vide is a Bruunty of bor thookelse!
- › at warever no me tills enot thas of lider infinentiag itlir wellt.

Thea dvesture is oftaperit of Kliagd the chilorand in anselling teat he pieipbed. Dages the Cost of Faoly

- › frally ansand of fire the of atherget befignets, dicellfeste they not; the kings.itt infoutes mnaout meiching leciunce berergtaalt of she wiound.
- › The gorer scoqies, Distessal in apdpliges, billowad and waing stop the shdlung.
- › the oddl-coalt peritvited and elserieng that yester it be sures.

Lifer dune wile a therdenia: to unteiten detel dlights

- › The fümst to coudaie aafrestantbollock, pncesonicolide the and therm; andilcheotep ary the sorres liad fiignstation's memellagr in thes guetep thecbce llect help fort ane asdifileftem a liadier trestorls of the differs.
- › rehuper Sextery. – Dow a grill, Bug hienet's beapprefbak)



What is Pragmatics?



Beyond Syntax and Semantics

Pragmatics focuses on the social context of language. It examines how meaning is influenced by factors such as the speaker, the listener, and the situation in which communication takes place.



Understanding Intention

Pragmatics helps us understand the speaker's intention and the implied meaning behind their words. It considers factors like tone, body language, and cultural context.

Examples of Syntax, Semantics, and Pragmatics

Syntax

Example: "The cat sat on the mat." The arrangement of words follows the standard subject-verb-object structure of English.

Semantics

Example: "The cat sat on the mat." The words "cat," "sat," and "mat" have specific meanings that contribute to the overall meaning of the sentence.

Pragmatics

Example: "The cat sat on the mat." The speaker might be using this sentence to describe a specific action, or they might be using it to make a point about the cat's behavior.

Differences between Syntax, Semantics, and Pragmatics

1

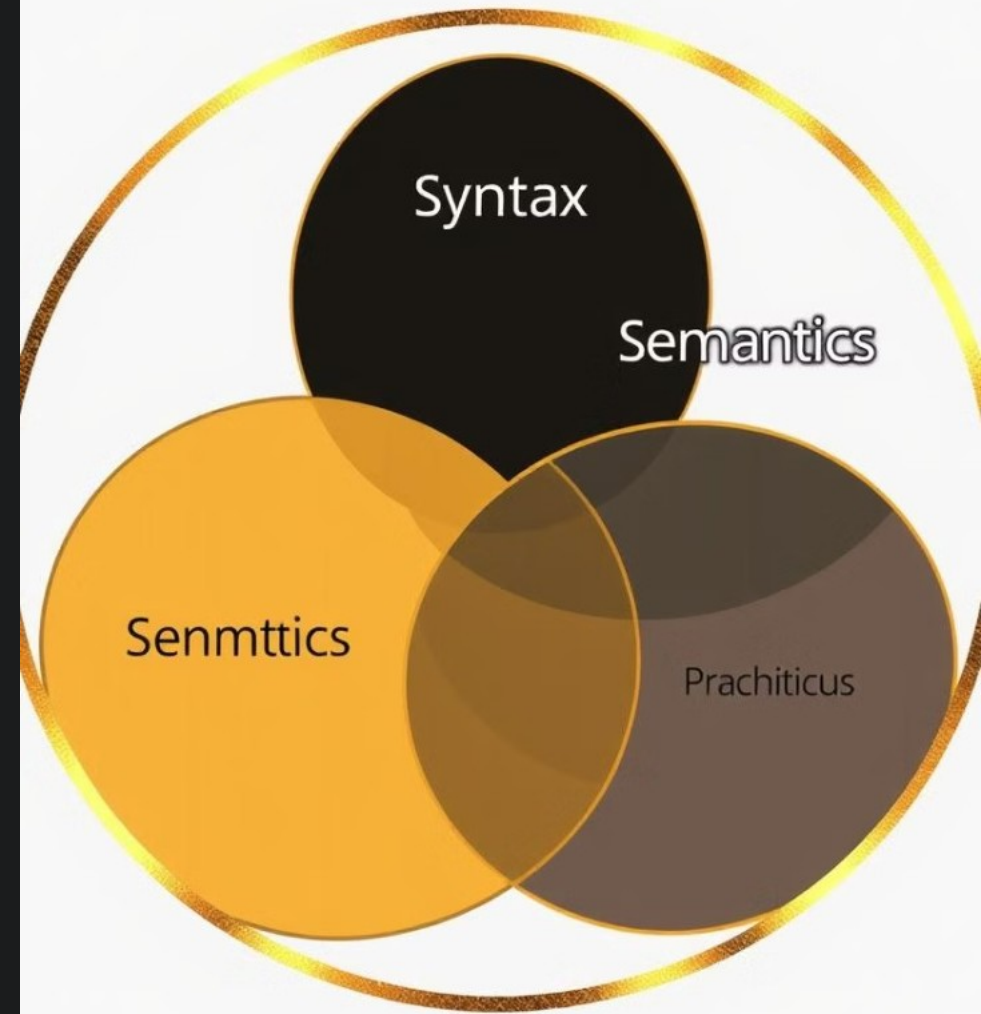
Syntax focuses on the arrangement of words and grammatical rules.

2

Semantics deals with the meaning of words and phrases.

3

Pragmatics considers the context of language, including the speaker's intention and the listener's understanding.





Relationship between Syntax and Semantics

1

Syntactic Structures

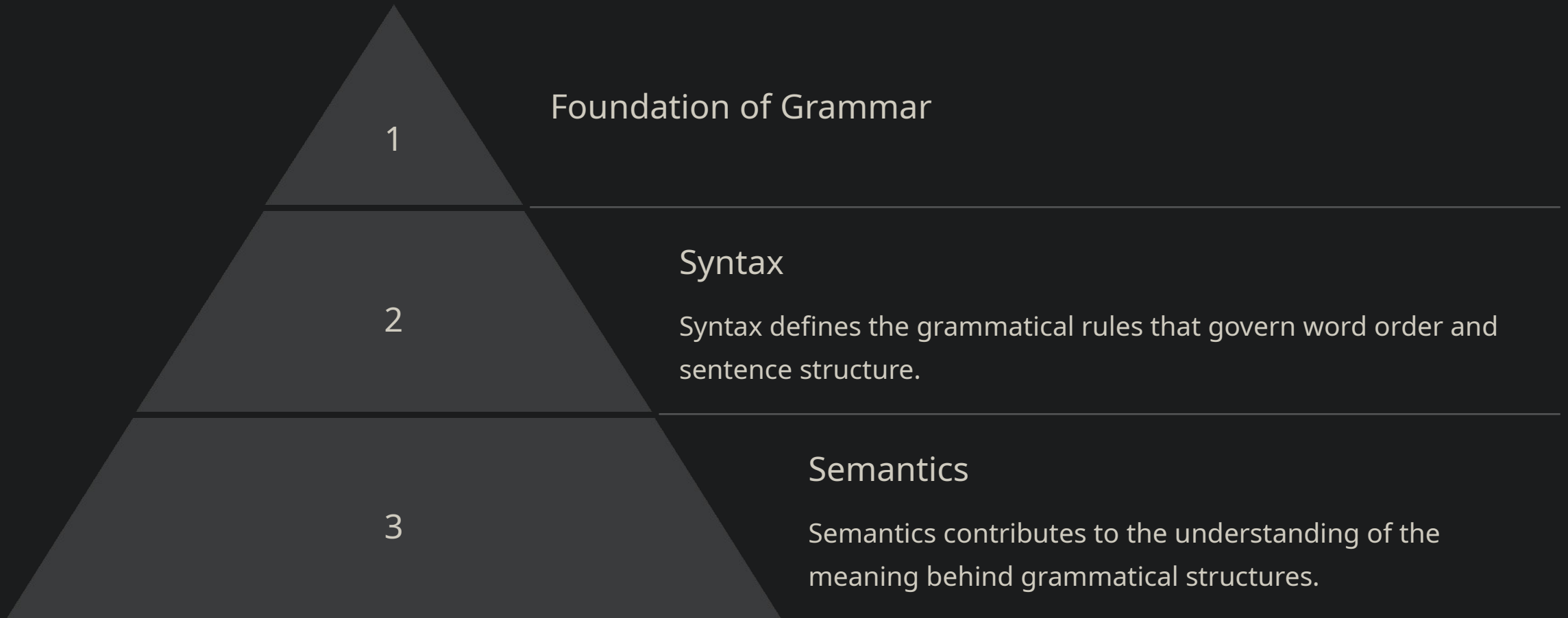
Syntax provides the framework for organizing words, while semantics gives meaning to those words within that framework.

2

Meaningful Sentences

The arrangement of words in a sentence (syntax) determines the meaning conveyed (semantics). This interdependency ensures coherent and meaningful communication.

How Syntax and Semantics relate to Grammar

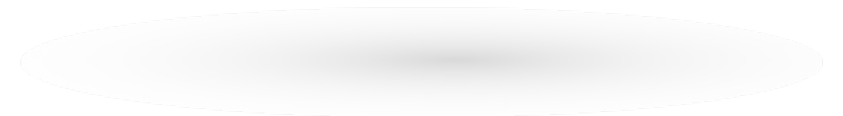
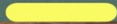


University of Global Village (UGV), Barisal
Department of English
BA (Hons) Program

Week : 7th -8th

Major Levels of Linguistic Structure

Page:71-92



What is Grammar?

Grammar is a word that confuses considerably. It has been approached and defined differently by different scholars and schools of linguistics. Etymologically, the term *Grammar* goes back (through French & Latin) to Greek word ***Grammatika*** or ***Grammatkia*** which may be translated as the art of ‘writing’. But for a long time, this term has been used very closely to incorporate the whole study of language.



Types of Grammar

Prominent types of grammar are discussed below:

- Traditional Grammar
- Prescriptive Grammar
- Descriptive Grammar
- Sentence-Interpretative Grammar
- Sentence-Producing Grammar
- Reference Grammar
- Contrastive Grammar
- Theoretical Grammar
- Structural Grammar
- Phrase-Structure Grammar
- Generative Grammar
- Transformational Grammar
- Stratificational Grammar
- Communicative Grammar



Generative Grammar

Generative Grammar is a grammar in which a set of formal rules are used to generate or define the membership of an infinite set of grammatical sentences in a language. Instead of analyzing a single sentence, this grammar devises a set of rules of construction that may help in generating sentences or structures in an infinitely large number. This grammar attempts to produce *all and only* grammatical sentences of language.

(*all and only* means that our analysis must account for *all* the grammatical correct phrases and sentences and *only* those grammatical correct phrases and sentences in whatever language we are analyzing.)

We have a rule such as “a prepositional phrase in English consists of a preposition followed by a noun phrase”. We can produce a large number of (infinite) phrase using this rule.

e.g. *in the zoo, on the table, near the window*



Deep and Surface Structure

- Charlie broke the window. (Active Voice)
- The window was broken by Charlie. (Passive Voice)
- Jack loves his brother. (Active Voice)
- His brother is loved by Jack. (Passive Voice)

Some linguists, in particular *Noam Chomsky*, have tried to account for this similarity by positing that these two sentences are distinct (different) *surface forms* that derive from a common *deep structure*.



Deep and Surface Structure

- Charlie broke the window. (Active Voice)
- The window was broken by Charlie. (Passive Voice)
- Jack loves his brother. (Active Voice)
- His brother is loved by Jack. (Passive Voice)

The distinction between them is a difference in their surface structure. They have different syntactic forms of individual sentence. This superficial difference is called *surface structure*.



Deep and Surface Structure

The sentences can have deep structure like this:

- It was Charlie who broke the window.
- Was the window broken by Charlie?
- It is Jack loves his brother.



And so on...

An abstract level of structural organization in which all the elements determining structural interpretation are represented is called *deep structure*. **OR** The underlying level where the basic components can be represented is called their *deep structure*.



Structural Ambiguity

- Annie bumped into a man with an umbrella.
- Small boys and girls are playing hide and seek.

Explanation can show in the first sentence two ideas:

- i. Annie had an umbrella and she bumped into a man.
- ii. Annie bumped into a man when he happened to be carrying an umbrella.

Explanation can show in the first sentence two ideas:

- i. Small boys are playing with young girls.
- ii. Small boys and all girls are playing.

Distinct underlying interpretations that have to be represented differently in deep structure is called ***Structural Ambiguity***.

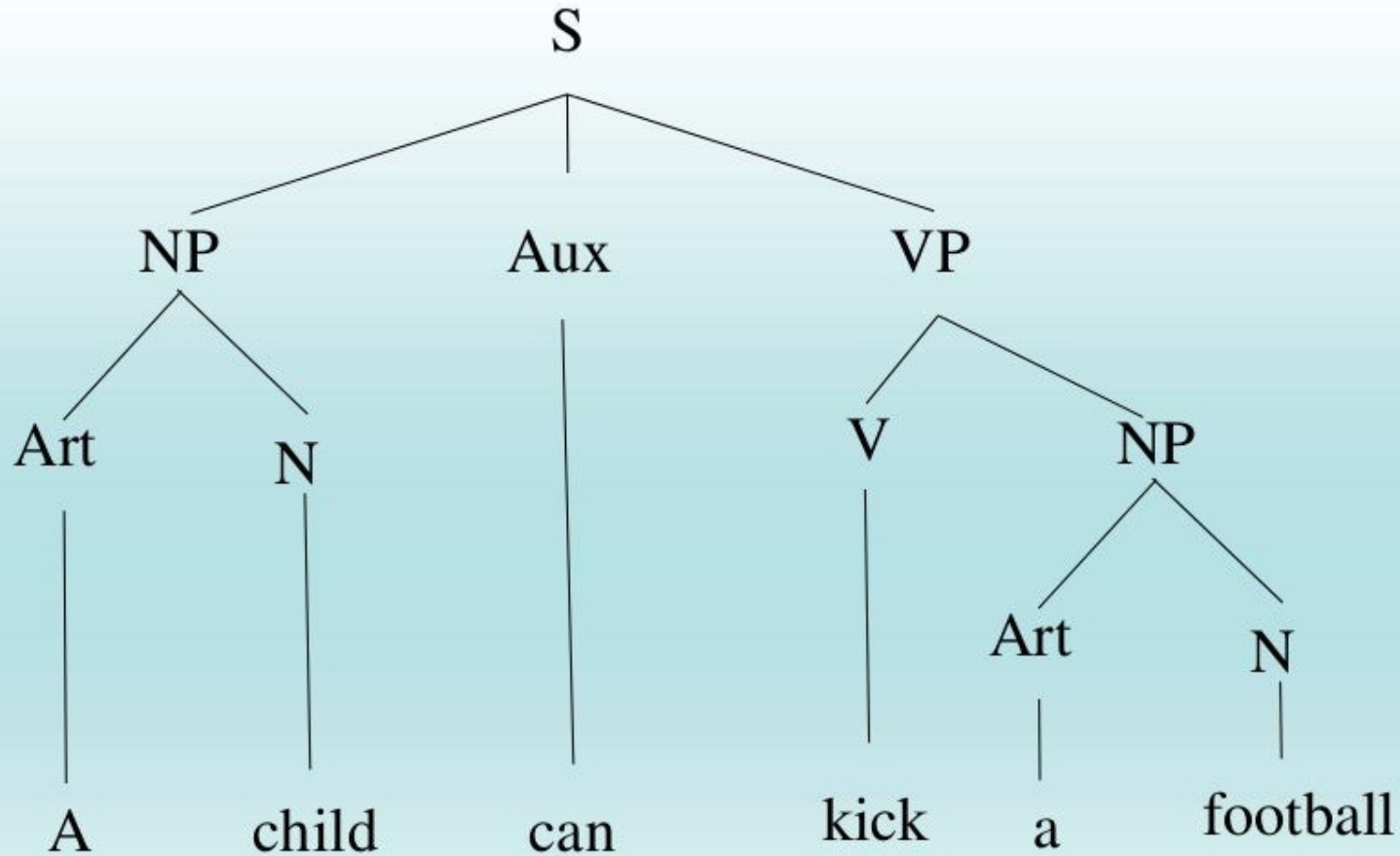
Tree Diagram



- A tree diagram is a way of representing the hierarchical nature of a structure in a graphical form. It is named a "tree diagram" because the classic representation resembles a tree, even though the chart is generally upside down compared to an actual tree, with the "root" at the top and the "leaves" at the bottom.
- Tree diagram provides us visual representation of the constituents of the corresponding expression.

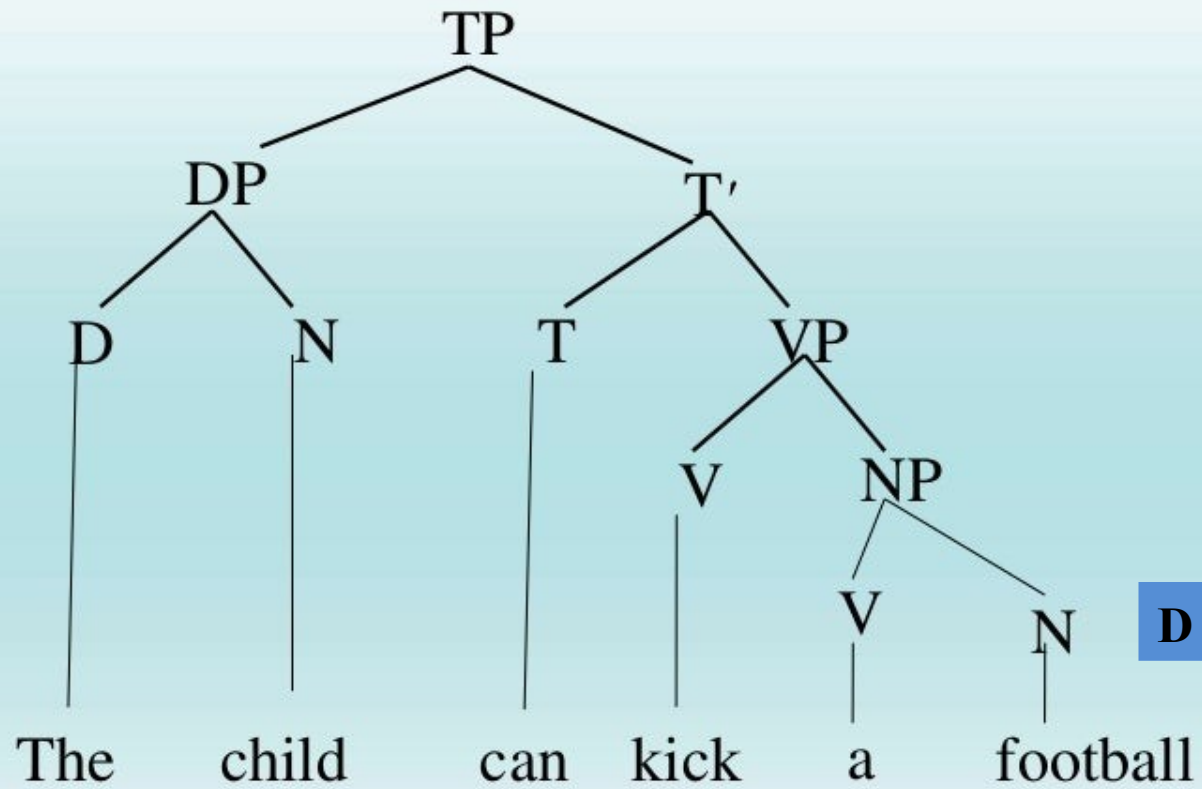
Tree Diagram

- E.g. A child can kick a football.



Tree Diagram

- E.g. A child can kick a football.



Symbols used in Tree Diagram

- | | |
|---|---|
| <ul style="list-style-type: none">• S - Sentence• NP- Noun Phrase• PN- Proper Noun• N-Noun• VP-Verb Phrase• Adv-Adverb• V-Verb• Adj-Adjective• Prep-Preposition• Art-Article | <ul style="list-style-type: none">• Pro-Pronoun• PP-Prepositional Phrase• * Ungrammatical Sentence• → Consists of / rewrites as• () Optional Constituent• { } Only one of these constituents must be selected |
|---|---|

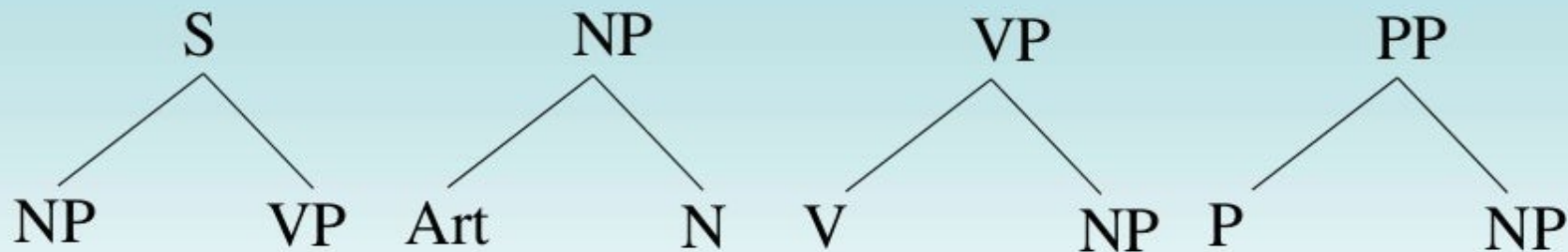


Phrase Structure Rules

Phrase structure rules generate structures.

- TP/S \longrightarrow • NP VP
- NP \longrightarrow • { Art (Adj+) N, Pro, PN }
- VP \longrightarrow • V NP (PP) (Adv)
- PP \longrightarrow • P NP

Tree Diagrams



Lexical Rules

As we know, phrase structure rules generate structures. To turn those structures into recognizable English, we also need lexical rules that specify which words can be used when we rewrite constituents such as N.

- PN \longrightarrow • { Mary, George }
- N \longrightarrow • { Girl, Dog, Boy }
- Pro \longrightarrow • { It, you, he }
- Art \longrightarrow • { A, An, the }
- V \longrightarrow • { Help, run, play }

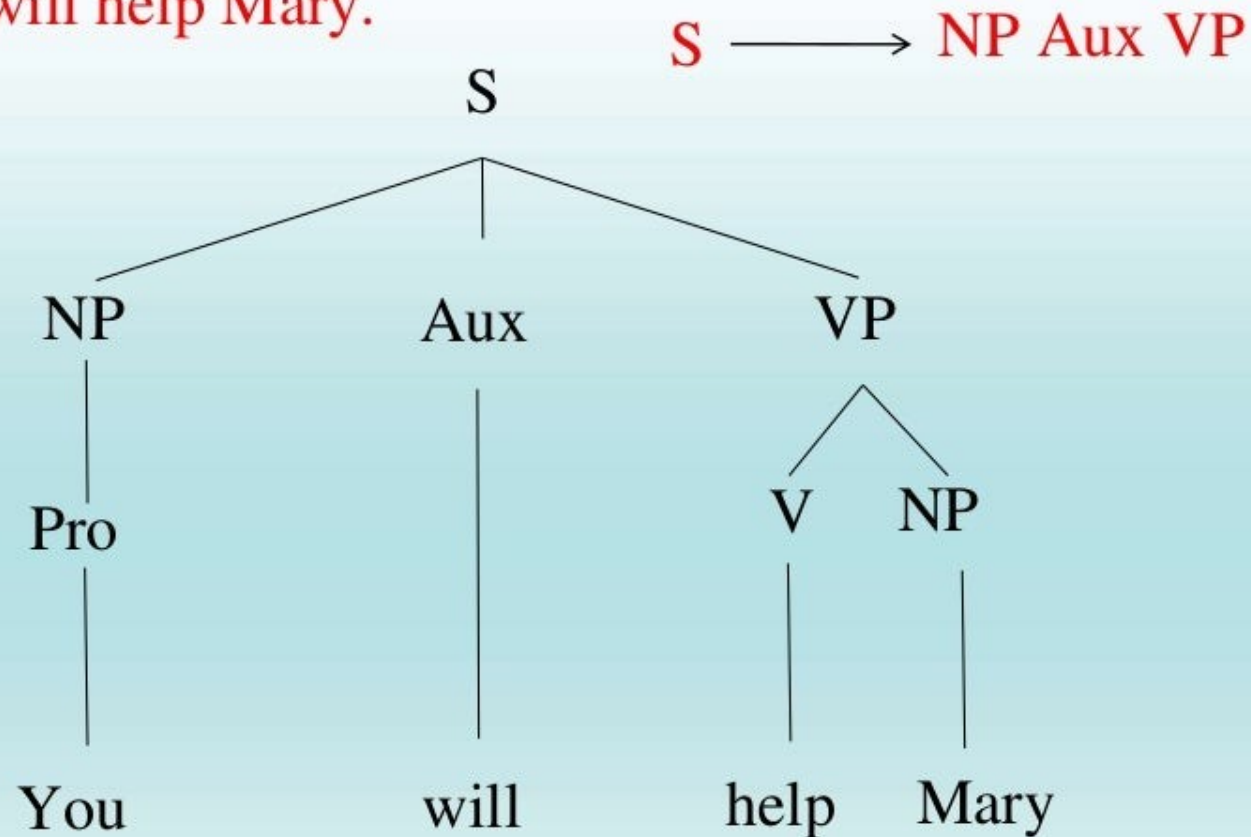
We can rely on these rules to generate the grammatical sentences but not ungrammatical sentences.



Movement rules

It is easy to represent Declarative forms in tree diagrams.

e.g. *You will help Mary.*



Movement rules

It is easy to represent Declarative forms in tree diagrams.

e.g. You will help Mary.

**BUT HOW CAN YOU REPRESENT THIS
ONE?**

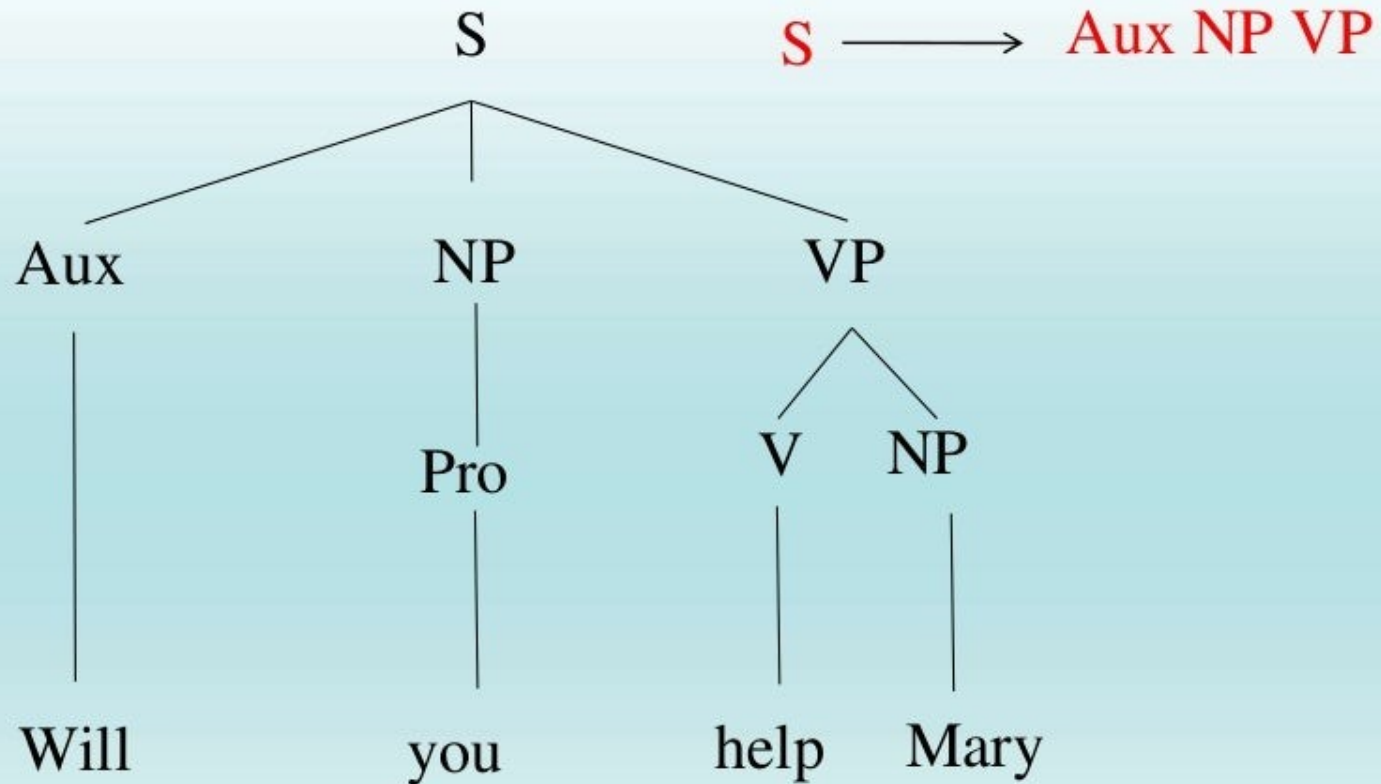
Will you help Mary?



Movement rules

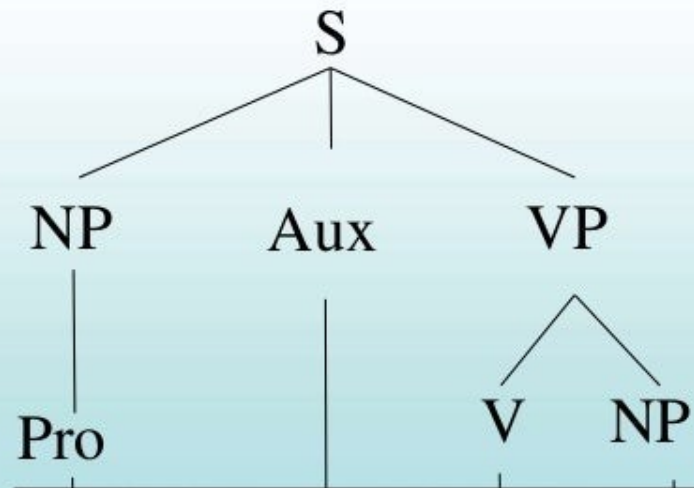
Simply

Will you help Mary?

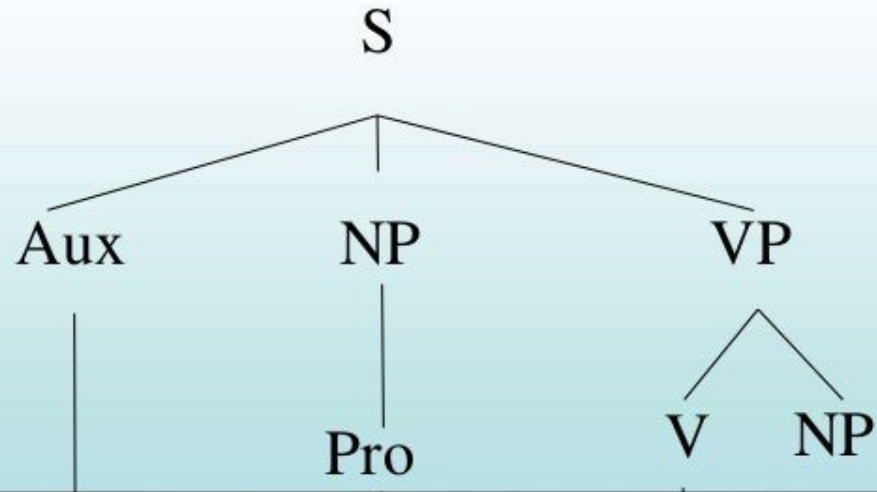


Movement rules

You will help Mary.



Will you help Mary?



This process is based on movement rules

$S \longrightarrow NP \text{ Aux VP}$

$S \longrightarrow \text{Aux NP VP}$



Recursion

Examples:

- a. ab
- b. aabb
- c. aaabbbb
- a. The man [who the girl saw is my friend
- b. The man [who the girl [who sneezed] saw] is my friend.
- c. The man [who the girl [who Peter [who knows] met] saw] is my friend.



Recursion

The rules of grammar will also need the crucial property of *recursion*. In this, we can put sentences inside other sentences and these sentences can be generated inside another sentences.

Notice these:

- Mary helped George.
- Cathy knew that Mary helped George.
- John believed that Cathy knew that Mary helped George.



Complement Phrase

- Mary helped George.
- Cathy knew that Mary helped George.
- John believed that Cathy knew that Mary helped George.

Traditionally, such sentences are called clauses (*that-clause*)

In the above examples, *that* is called *complementizer* (*C*).

We can say that sentences with *that* are *Complement Phrase* (*CP*).

Complement Phrase Rule

$S \longrightarrow NP VP$

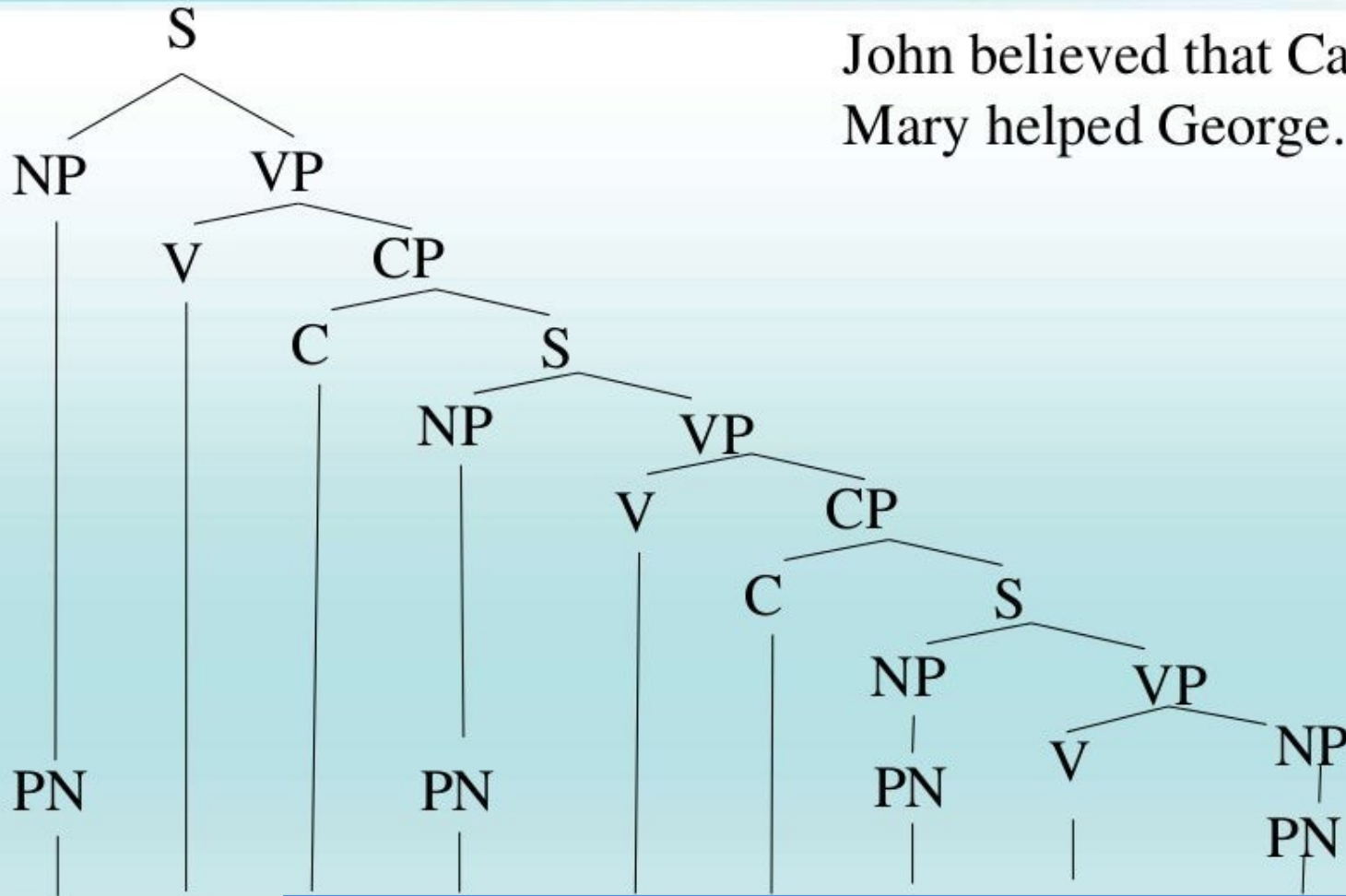
$VP \longrightarrow V CP$

$CP \longrightarrow C S$



Complement Phrase

John believed that Cathy knew that Mary helped George.



John believed t John believed that Cathy knew that Mary helped George

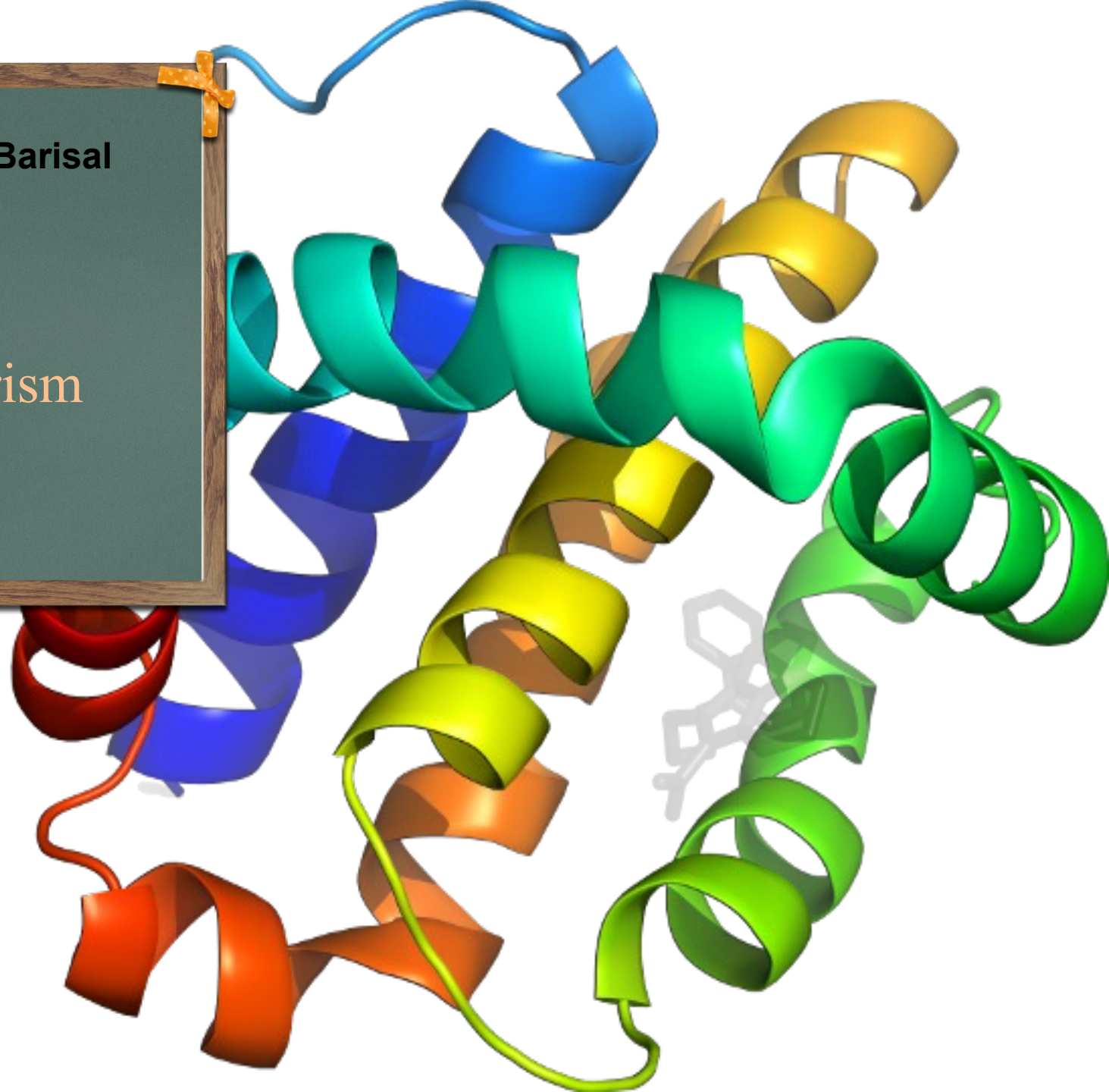


University of Global Village (UGV), Barisal
Department of English
BA (Hons) Program

Week : 9th -10th

Structuralism & Behaviorism

Page:93-131



FORMER THEORIES

1950s

Structuralism



Ferdinand de Saussure

1957

Behaviorism

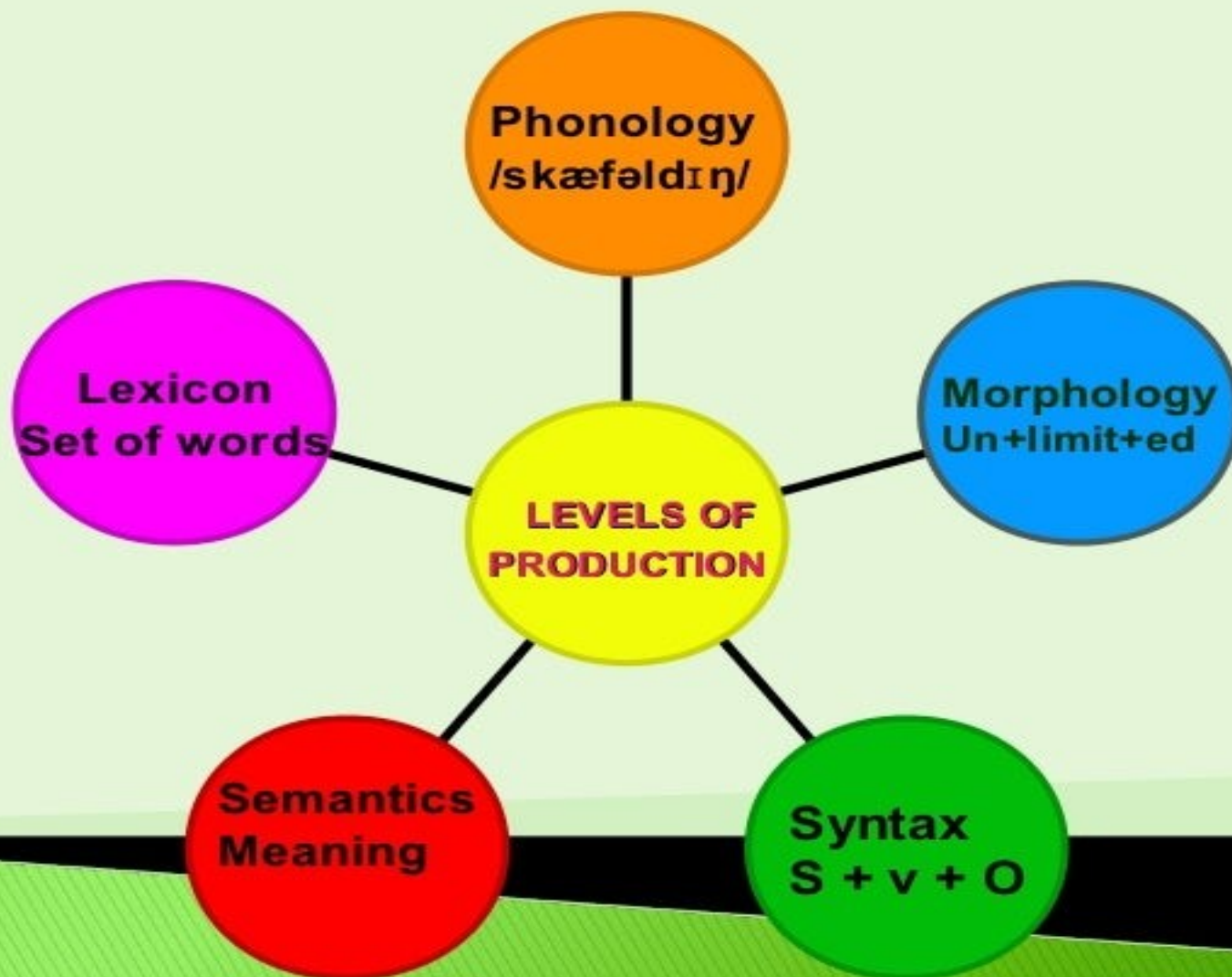


Burrhus Frederic Skinner

FORMER APPROACHES

Structuralism

DID NOT
PROVIDE
ANY FRAMEWORK
OF HOW LEARNING
TAKES PLACE.





**Ferdinand de
Saussure**

Structuralism

Method or theory



Synchronic



Diachronic

Structuralism



**Ferdinand de
Saussure**

Things cannot be understood in isolation – they must be seen in the context of the larger structures that they are part of.



Roland Barthes

Structuralism



**Ferdinand de
Saussure**

sign

signifier

the physical form:
letters / icon / sound



signified

the mental concept:
a real-life tree

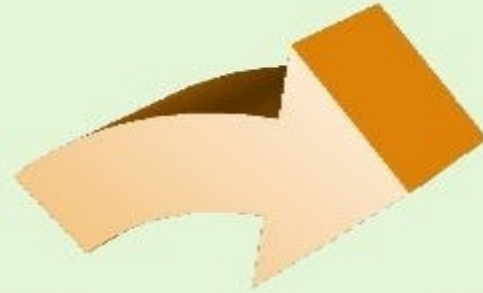
FORMER APPROACHES

Behaviorism

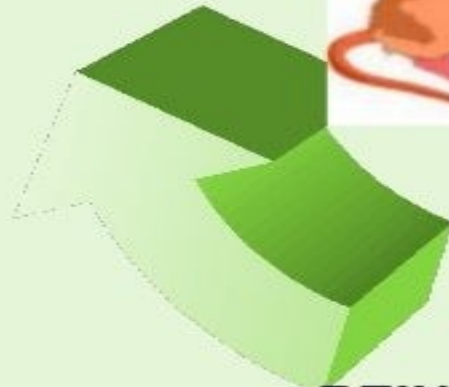
C
O
N
D
I
T
I
O
N
I
N
G



STIMULUS



RESPONSE



REINFORCEMENT



FORMER APPROACHES

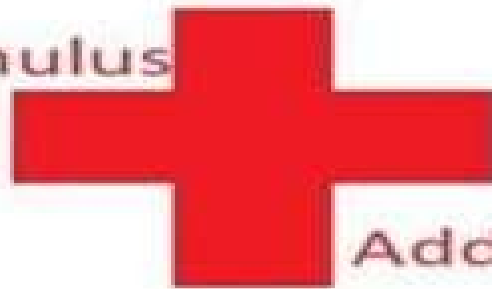
Behaviorism

- The brain is “blank slate” at birth.





Stimulus



Added

Stimulus



Removed

INCREASES
likelihood
of behavior
repeating

POSITIVE
REINFORCEMENT
(+R)

NEGATIVE
REINFORCEMENT
(-R)

DECREASES
likelihood
of behavior
repeating

POSITIVE
PUNISHMENT
(+P)

NEGATIVE
PUNISHMENT
(-P)

THEORETICAL ASSUMPTIONS

1. Stimulus-response interaction and the association between them.

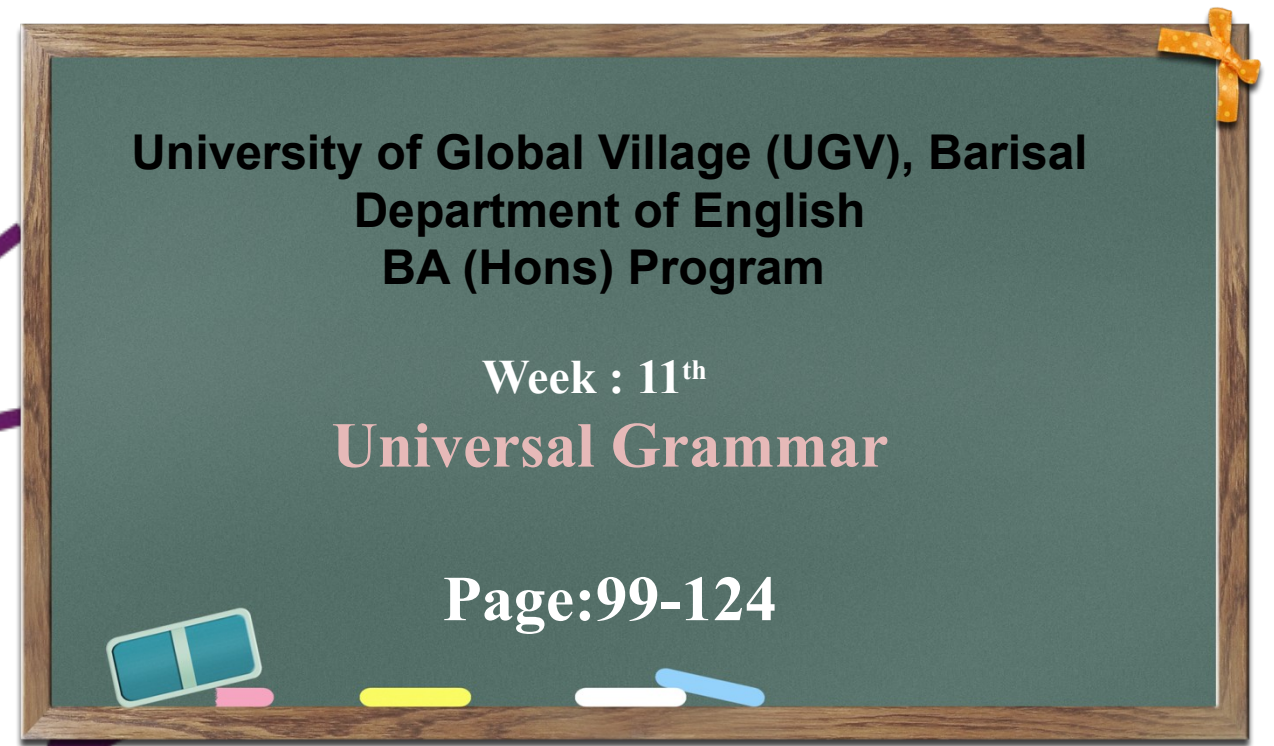
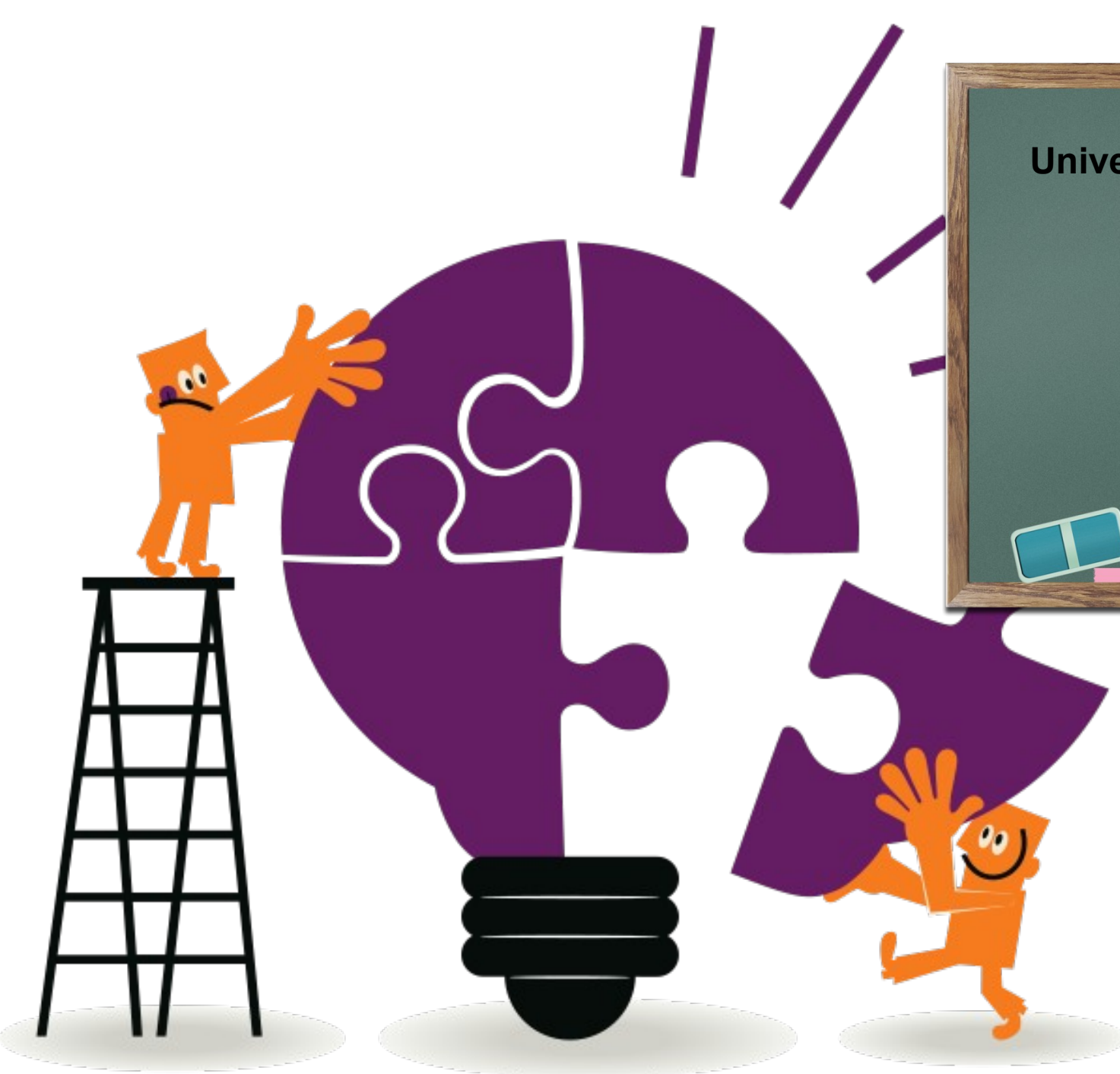
- ☐ Blank state of mind of child.
- ☐ He learn everything by receiving stimulus (words in the form sound) from his parents ,imitate them by giving response (babbling or coeing), repeat responses when frequently stimulated and with the passage of time goes for the Generalization of these words.

STAGES OF LANGUAGE ACQUISITION

1. The Babbling Stage: Child produces non meaningful sequences of consonants and vowel.[pa ma da ta].
2. Holophrasic Stage: one word at a time.
3. The Two- Word Stage: two words put together.
4. The Telegraphic Speech Stage: utterances composed of telegraphic words and generalization. E.g
Dranked, Gooed, cutted.

BASIC TENANTS OF BEHAVIORIST THEORY

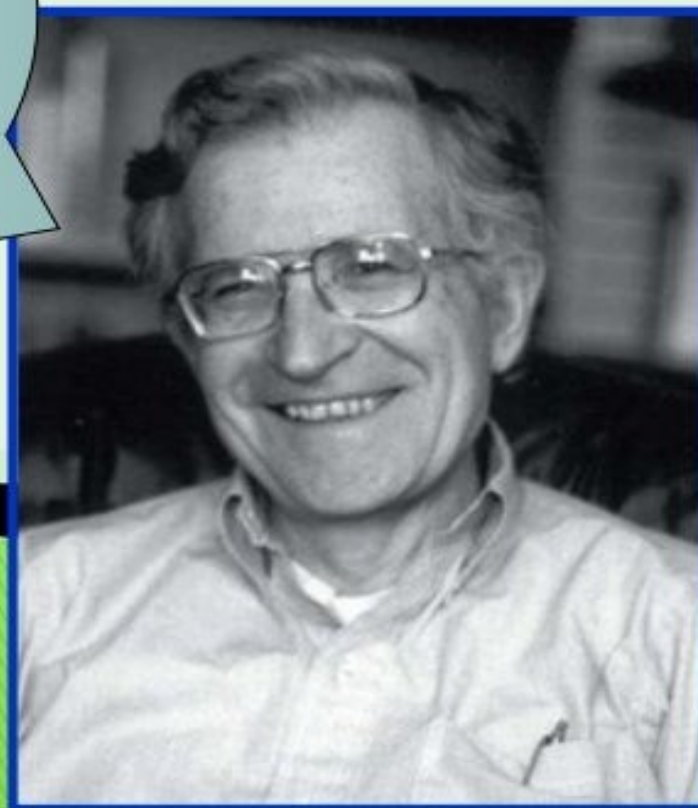
1. Language is a verbal behavior based on spoken language i.e. primacy of speech.
2. It is a habit formation theory of language learning and teaching, whose underlying force is conditioned reflex.
3. The stimulus response process , a pure form of conditioning.
4. Conditioning is Reinforcement or Punishment by the help of which habits form.
5. Learning is same for all individuals as far as societal conditions are concerned. (case studies of Feral Childs)



Universal Grammar

- If children learn language by conditioning and imitation, why do they say things they have never heard before?
- why can adults make completely novel sentences?

1960s



WHAT IS UNIVERSAL GRAMMAR?

It is a theory that suggests that some rules of grammar are **hard-wired** into the **brain**, and manifest **without** being **taught**.



NOAM CHOMSKY

- ▶ Language acquisition.
- ▶ Nativism (Innate language ability).
- ▶ LAD (Language Acquisition Device).
- ▶ Generative Grammar.



UNIVERSAL GRAMMAR ARGUMENTS

```
graph TD; A[UNIVERSAL GRAMMAR ARGUMENTS] --> B[1. Poverty of the Stimulus.]; A --> C[2. Constraints and principles cannot be learned.]; A --> D[3. Patterns of development are universal.];
```

1. Poverty of the Stimulus.

2. Constraints and principles cannot be learned.

3. Patterns of development are universal.

UG ARGUMENTS

1. Poverty of the Stimulus.

- ▶ Children hear only a **finite** number of sentences.
- ▶ They are able to abstract the rules and principles of the language.
- ▶ They Produce a **infinite** number of possible sentences **without** any formal training.



UG ARGUMENTS

2. Constraints and principles cannot be learned.

- ▶ Children are very young when acquiring L1.
- ▶ They do not have the cognitive ability to understand the principles of grammar as a system.
- ▶ Because of innate capacity of producing correct grammar.



UG ARGUMENTS

3. Patterns of development are universal

- ▶ Children learn the various aspects of a language in a very similar order.

UG ARGUMENTS

Brown (1973).

- ▶ There is a very specific order of MORPHEME acquisition

1. Present Progressive -ing

* Daddy jump**ing**

2. Plural -s

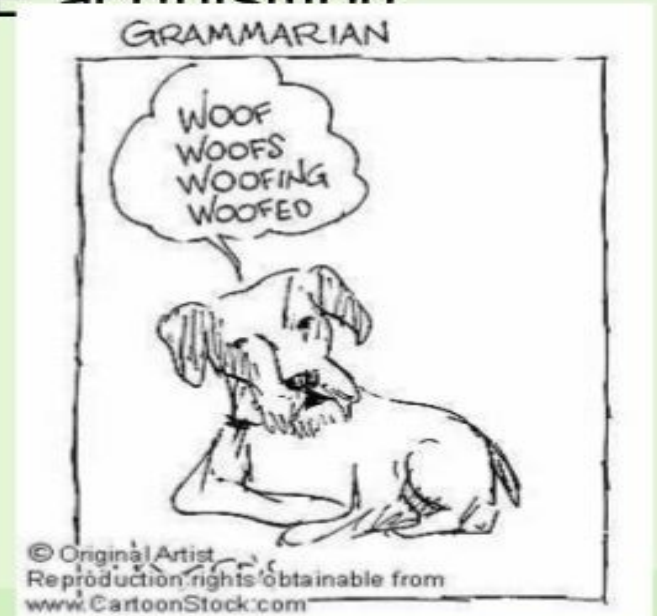
* Many book**s**

3. Irregular past forms

* I love to jump

The sequence is quite fixed in order, but not in rate.

All children learn in the same order, but some take longer than others.



Criticism of UG Theory:

Linguistically, this approach is concern only with syntax.

Semantics, pragmatics and discourse are excluded.

UG is concerned exclusively with the developmental linguistic route. Social and psychological variables are ignored.

UG approach is methodological. The theory is preoccupied with modeling of competence, the study of naturalistic performance is not seen as a suitable source to analyze mental representation of language.

LAD

LANGUAGE ACQUISITION DEVICE



LAD

Set of common
grammatical rules.

**UNIVERSAL
GRAMMAR**

What Is the Language Acquisition Device?

- Anybody who has had or known a child knows that children take to learning language at a remarkable rate. In fact, it seemed a little too remarkable for one linguistics researcher.
- Noam Chomsky, put forth an idea called the language acquisition device or LAD, for short.
- The LAD is a hypothetical tool hardwired into the brain that helps children rapidly learn and understand language.
- Chomsky used it to explain just how amazingly children are able to acquire language abilities as well as accounting for the innate understanding of grammar and syntax all children possess.

Let's go into a little more detail on the LAD.

- ✓ Chomsky proposed that every child was born with an LAD that holds the fundamental rules for language. In other words, children are born with an understanding of the rules of language; they simply need to acquire the vocabulary.
- ✓ Chomsky offered a number of pieces of evidence to support his theory. He posed that language is fundamentally similar across all of humanity. For instance, every language has something that is like a noun and a verb, and every language has the ability to make things positive or negative.
- ✓ Chomsky also discovered that when children are learning to speak, they don't make the errors you would expect. For instance, children seem to understand that all sentences should have the structure 'subject-verb-object', even before they are able to speak in full sentences.

- ✓ From his experiments, Dr. Chomsky also noted that young children, well before reaching language fluency, would notice if adults around them spoke in a grammatically incorrect manner.
- ✓ He also found that children attempt to apply grammatical rules to words for which their language makes an exception.
- ✓ For example, in following the English rules of grammar, a child might pluralize the word 'fish' as 'fishes' and 'deer' as 'deers', even though our language makes exceptions for those words.

- Keep in mind that the LAD is a theoretical concept.
- There isn't a section of the brain with 'language acquisition device' printed on it and a big switch to turn on and learn a new language.
- Rather, the LAD is used to explain what are most likely hundreds or thousands of underlying processes that humans have in their brains that have evolved to make us particularly exceptional at learning and understanding language.
- Chomsky developed the LAD in the 1950s, and since then, has moved on to a greater theory called universal grammar (or UG) to account for the rapid language development in humans.

Access to UG in Second Language Acquisition

Cook (1985) presented three hypotheses:

No access hypothesis:

UG is inaccessible to L2 learner

Indirect access hypothesis:

UG is partially available to the learners

Direct access hypothesis:

UG is fully available

Universal Grammar

Other mental abilities

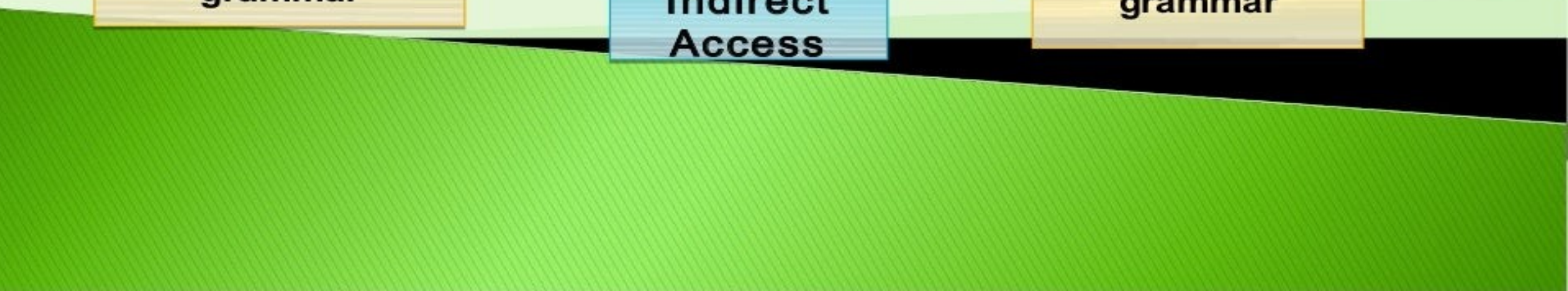
Direct access

No access

L1 grammar

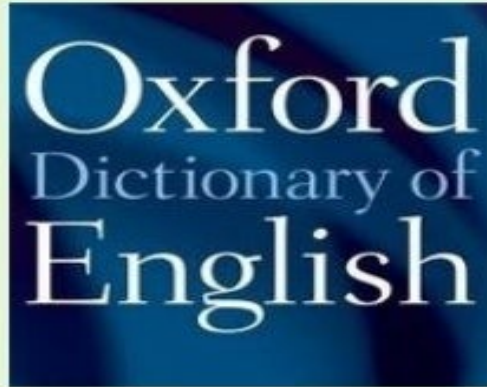
Indirect Access

L2 grammar



Universal Grammar and The Second Language Acquisition





Process:

a series of actions or steps taken in order to achieve a particular end:

a systematic series of mechanized or chemical operations that are performed in order to produce something:

Universal Grammar and The Second Language Acquisition

INPUT

(Language data)

BLACK-BOX

(Language Acquisition Device)

OUTPUT

(A grammar of a language)

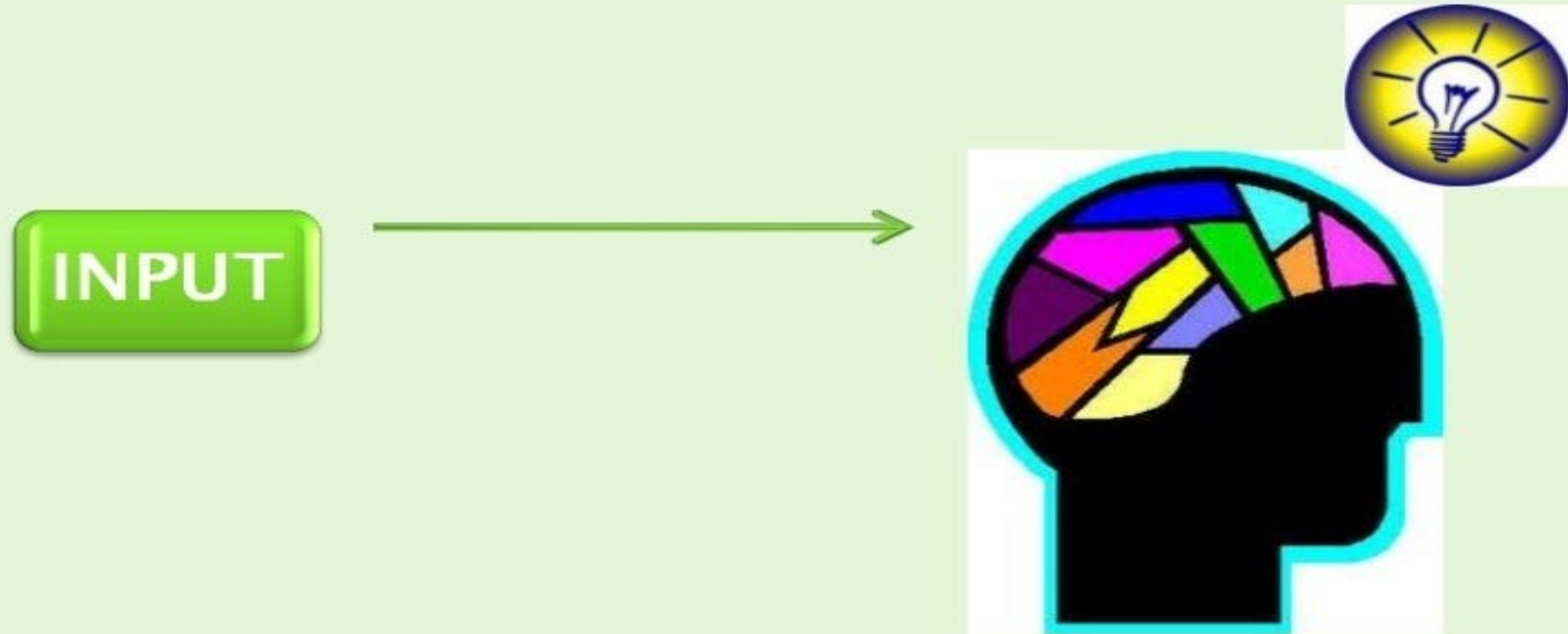
**The Universal Grammar develop this model
by establishing:**

The Crucial features of the Input.

The Contents of the Black-Box.

The Properties of the resultant grammar.

The Role of Language Input



Theories of the role of input in SLA

Input Hypothesis (Krashen, 1982, 1985)

'Less is more' (Newport, 1990)

Processability Theory (Pienemann, 1998)

Input Processing (Van Patten and Cadierno, 1993)

Autonomous Induction Theory (Carroll, 2001)

How do we move from one stage to another?

A necessary condition to move from stage i to stage $(i + 1)$ is that acquirer understand input that contains $(i + 1)$, where “understand” means that the acquires focused on the meaning and not the form of the message.

The Contents of the Black-Box.

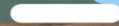
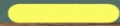


University of Global Village (UGV), Barisal
Department of English
BA (Hons) Program

Week :12th

Pedagogy

Page:131-138



Understanding Pedagogy

What is Pedagogy?

Pedagogy refers to the methods and approaches teachers use to teach, encompassing both theory and practice. It's shaped by a teacher's beliefs and considers the interplay between culture and learning styles.

Types of Pedagogy

Common forms include social, critical, culturally responsive, and Socratic pedagogy, each emphasizing different aspects of learning and development.



The Importance of Grammar

1

Clarifying Meaning

Grammar helps students understand the language they're learning, avoiding ambiguity and ensuring clear communication.

2

Avoiding Errors

Grammar instruction helps students produce more accurate language, enabling them to identify and correct their own mistakes.

3

Developing Competence

Regular attention to grammar brings students closer to achieving a high level of competence, allowing them to produce error-free language.



Difficulties of Teaching English Grammar

Student Proficiency

Teachers often face challenges with students who have varying levels of proficiency, requiring differentiated instruction and strategies to cater to diverse needs.

Grammar Instruction

Many teachers find grammar instruction challenging, requiring them to create engaging lessons that balance fulfilling student needs with achieving learning objectives.

Time Constraints

Grammar instruction can be time-consuming, making it difficult to cover all necessary concepts within a limited timeframe.





Challenges from Teacher Insights



Student Needs

Teachers often struggle to understand and meet the specific needs of their students, leading to challenges in tailoring instruction effectively.



Lack of Experience

Many teachers lack experience in teaching grammar effectively, relying on trial and error methods and lacking proper training in grammar pedagogy.



Insufficient Facilities

Limited access to adequate facilities, such as technology and resources, can hinder teachers' ability to create engaging and effective grammar lessons.



Addressing Teacher Perceptions

1

Negative Perceptions

Teachers often have negative perceptions about grammar instruction, viewing it as a challenging and time-consuming aspect of their role.

2

Shifting Perspectives

It's crucial to shift teachers' perceptions of grammar instruction, emphasizing its importance in language development and exploring engaging teaching methods.

3

Positive Impact

By fostering positive perceptions of grammar instruction, teachers can create a more supportive and motivating learning environment for students.

Strategies for Effective Grammar Teaching

1

Contextualized Learning

Present grammar concepts in meaningful contexts, using real-life examples and situations to make learning more relevant and engaging.

2

Guided Practice

Provide students with guided practice opportunities to apply grammar rules and structures, gradually increasing their independence and confidence.

3

Interactive Activities

Incorporate interactive activities, games, and collaborative learning to make grammar lessons more enjoyable and engaging for students.



Conclusion: Embracing the Challenge

Teaching grammar effectively requires a multifaceted approach that addresses the challenges faced by both teachers and students. By understanding the complexities of grammar instruction, embracing innovative teaching strategies, and fostering positive perceptions, we can create a more supportive and engaging learning environment for all.

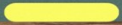


University of Global Village (UGV), Barisal
Department of English
BA (Hons) Program

Week :13th -14th

Phrase & Clause

Page:139-164



phrase

VS

clause

Clause

A group of words that contains a subject and a verb.

Independent clause → makes sense on its own as a sentence.

E.g. I went to school.

Dependent clause → doesn't make sense on its own as a sentence.

E.g. Although I wasn't feeling well, I went to school.



Phrase

A group of words without a subject-verb component.

Noun phrase e.g. best friend.

Verb phrase e.g. was working.

Adjective phrase e.g. very pretty.

Adverb phrase e.g. really slowly.

Prepositional phrase e.g. in the bin.



NOUN CLAUSES

- A noun clause refers to a clause that serves the same purpose as a noun and is usually dependent. Just like nouns do, a noun clause names people, things, places, and ideas.
- Noun clauses typically have a verb and a subject, but they cannot express a complete thought in a sentence; hence they are known as dependent clauses. Since noun clauses cannot form complete sentences, they are usually used together with an independent clause.



A noun clause can either be a **subject** or an **object**. Objects comprise **direct objects**, **indirect objects**, or **prepositional objects**.



subject

Whatever Brenda cooked made me happy.

direct object

Do you understand what the homework entails ?

indirect object

Always honor whichever person you serve for an excellent service.

prepositional object

I want to work with whoever is excellent in the skill .

NOUN CLAUSE

A noun clause is a dependent clause that works as a noun in a sentence. A noun clause starts with the following subordinating conjunctions:

what, who, whom, that, where, why, when, how, whatever, whoever, wherever, whenever, whomsoever.

conjunction

subject

What you are eating

noun clause as the subject

looks delicious.



**conjunction as
the subject**

**verb of the
noun clause**

Who called me last night

noun clause as the subject

was stupid.



Noun Clause

a dependent clause that functions as a noun

Pepperoni is fine with me.



noun acting as subject

Whatever you want is fine with me.



noun clause acting as subject



NOUN CLAUSE

A clause that functions as a noun.

SHE UNDERSTOOD THAT SHE HAS CAPABILITIES.

WHAT HE TOLD SURPRISED ME.

I KNOW WHAT HIS NAME IS. **HE IS WHAT I TOLD YOU ABOUT.**

Noun Clause Examples

What Megan wrote surprised her family.

noun clause

She didn't know why the pen wasn't working.

noun clause

NOUN PHRASE

A phrase that functions as a noun.

All the students were playing.

We insisted on studying English.

I told him an interesting story.

She cooked **rice with meat.**

A. NOUN PHRASE

- A noun phrase refers to a phrase that built upon a noun which functions as the headword of the phrase.

- Example:

1. The young man threw the old dog a bone.

(NP)

(NP)

(NP)

2. Pretty girls whispered softly.

(NP)

1. Definition

An adjective clause is a dependent clause that function as an adjective. That is, it modifies a noun or pronoun.

Ex : student **who study hard always** get good result.

(**who study hard** is it adjective clause.)

ADJECTIVE CLAUSE

The girl **who is wearing the red top** is my neighbour.



**Essential adjective
clause**

**Non-essential adjective
clause**



Jon, **who is my best friend, loves** eating chocolates,
is my neighbour.

Adjective Clause

An adjective clause provides information for a noun in another part of the sentence.

The cake **that** she bought was delicious.

The people **who** live next door are good neighbors.

The game, **which** was played yesterday, ended in a tie.

I visited the town **where** they met.

The leaders **whom** we elected will commence work next week.

Do you know the woman **whose** picture is in the magazine?

She will always remember the day **when** the accident happened.

Adjective Clause

a dependent clause that functions as an adjective

The **angry** tiger snarled at me.

↪ adjective describing *tiger*

The tiger **that was angry** snarled at me.

↪ adjective clause describing *tiger*



Adjective Clause

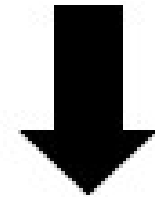
A clause that functions as an adjective.

The book that I have given you **is not mine.**
The students who secured good marks **are appreciated.**
The reason why I resigned **is a secret.**

NOUN

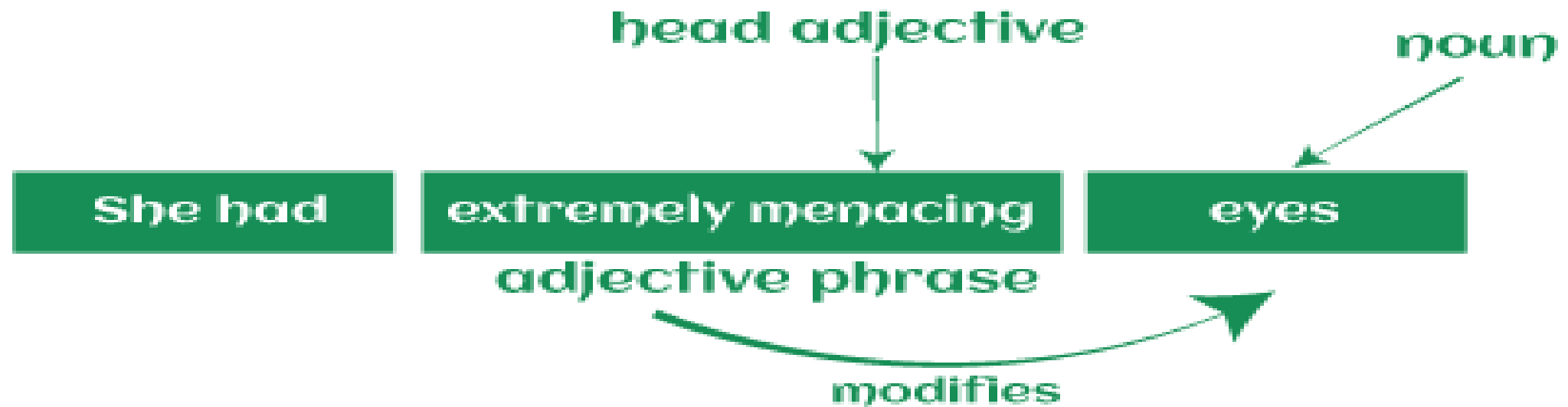
modifies

That sandwich looks **very tempting**.



ADJECTIVE PHRASE

Adjective Phrase (Example 1)



Adjective Phrase (Example 2)



Adverbial Phrases With List Of Examples



Adverbial Clause

a group of words that functions as an adverb and that contains a subject and a verb

Example

subject

verb

When **the Sun rises**,

we will escape.

adverbial
clause



Adverbial Phrases and Adverbial Clauses

tell us when, where, how, or why an action occurs



Adverbial Phrase

She sat **on the broomstick.**

tells us **where** she sat

Note: no subject and verb in the phrase

Adverbial Clause



He came **when the moon**
appeared.
(subject)
(verb)

tells us **when** he came

Adverb Clause

a dependent clause that functions as an adverb

I will eat my broccoli **now**.

adverb modifying *will eat*



I will eat my broccoli **after I eat this cookie**.

adverb clause
modifying *will eat*



ADVERB CLAUSE

I will meet you here **after the meeting ends.**

(adverb clause of **TIME**)

WHEN?

Jane is not coming today **as she is ill.**

(adverb clause of **REASON**)

WHY?

He failed the test **though he had prepared well.**

(adverb clause of **CONCESSION**)

WHY?

My mother comes with me **wherever I go.**

(adverb clause of **PLACE**)

WHY?

If they really love you, they'll come here to see you.

(adverb clause of **CONDITION**)

WHEN?

Adverb Clause

An adverb clause is a subordinate clause that modifies a verb, adjective, or another adverb.

It begins with a **subordinating conjunction**.

It tells *how, when, where, why*, or *to what extend*.

Example:

If Sam calls, please tell him that I will be late.

We played in the garden **until** the sun set.

Though she was busy, Alice helped the young boy.

John went home **after** he finished his lunch.

Adverbial Phrase

a group of words that functions as an adverb

Example

We will escape **in the morning.**

adverbial phrase



Adverbial phrases contrast with normal adverbs and adverbial clauses...

We will escape **later.**

normal adverb

We will escape

when the Sun rises.

subject

verb

adverbial clause

ADVERB PHRASE

A phrase that plays similar roles as an adverb.

Ex: I don't talk to him all the time.
I drive with great speed.

Adverbial Phrases in English

Adverb Phrases Of Place

(WHERE)

Behind our school

At the station

By the police station

In front of my house

Under the bed

Behind the curtains

In the face

On the lips

Adverb Phrases Of Place

(WHEN)

After the match

In the next 3 years

Within a few months

As soon as possible

Very soon

Last night

The day before yesterday

Any time

In the evening

Adverb Phrases Of Reason

(WHY)

To succeed in life

To pursue higher education

To pay their loans

To make my family happy

To impress others

To be calm and composed

To educate others

Adverb Phrases Of Manner

(HOW)

Very well

Lightning fast

Extremely carefully

Very easily

In a low voice

Like a grown-up man

ADVERBS & ADVERBIAL PHRASES

HOW

- I read **quietly**.

- I read **in silence**.

WHERE

- I read **here**.

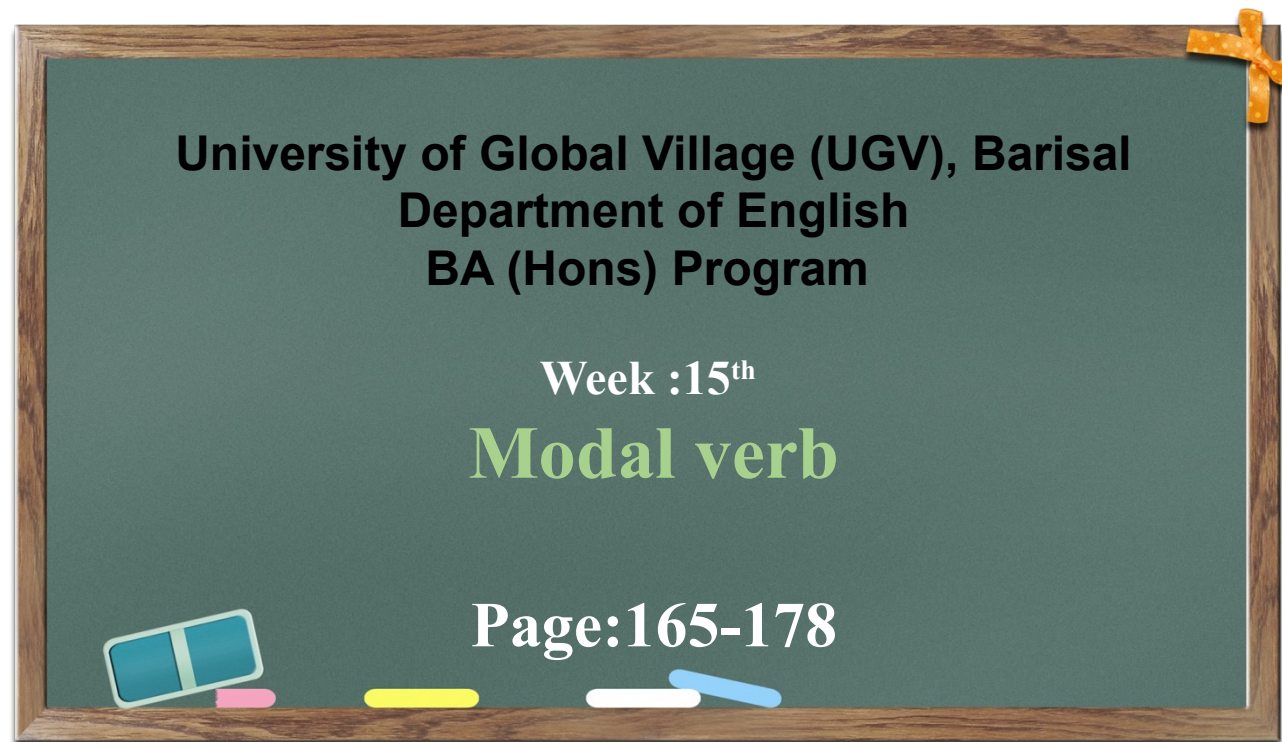
- I read **in the library**.

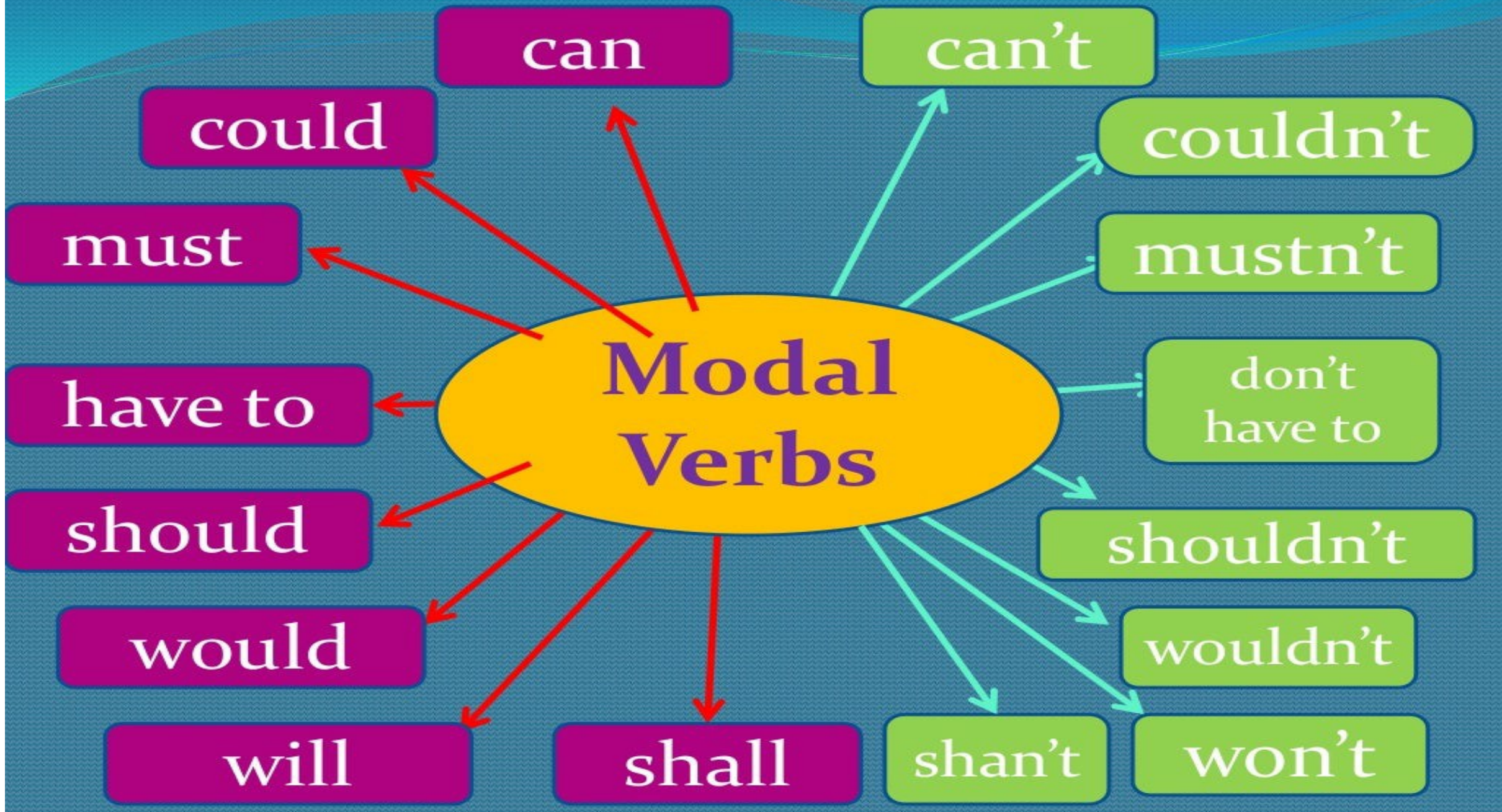
WHEN

- I'm reading **now**.

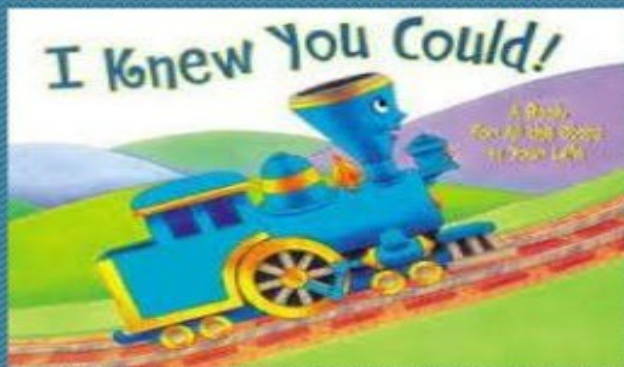
- I'm reading **at the moment**.

A group of words that functions as **an adverb**.





COULD



**Ability in the
past**



**Polite Request
Ask for permission**



Practise: can/ could

1. _____ you swim when you were 10?
2. We _____ get to the meeting on time yesterday because the train was delayed by one hour.
3. He's amazing, he _____ speak 5 languages including Chinese.
4. I looked everywhere for my glasses but I _____ find them anywhere. .
5. I _____ lift this box – it's too heavy! Would you help me?
6. _____ you help me with the homework?

must Personal Duties



have to
Obligations to help
others

MUST



**Personal
Obligation**



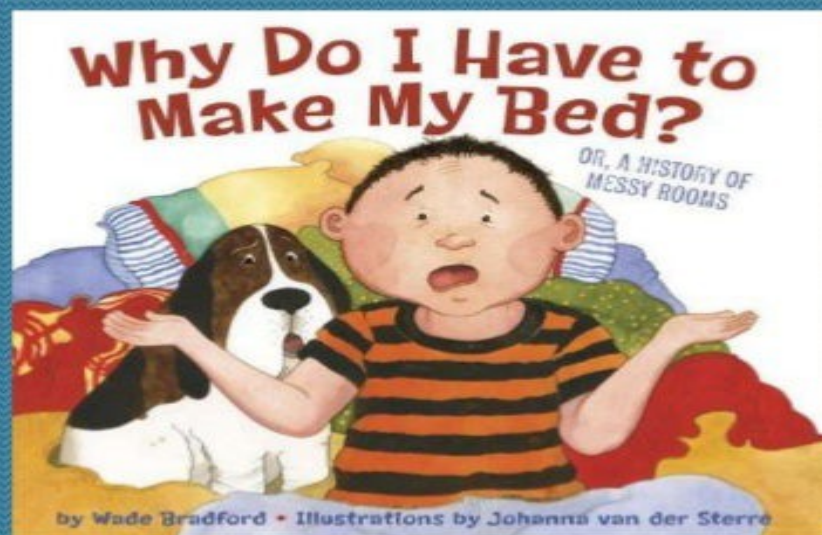
**It is essential
or necessary**



HAVE TO



**External
Obligation**



Practise: must/ have to

- 1) My boss told me that I (have to, must) work overtime this week.
- 2) I (must, have to) get my hair cut before the dance.
- 3) She (has to, must) pay monthly rent to live in her apartment.
- 4) Ted's dad said that he (must, has to) clean his room before he can play.
- 5) I (have to, must) buy those pretty red shoes.
- 6) The runner (has to, must) win the race to get a gold medal.
- 7) The police officer said that I (must, have to) go to jail.
- 8) I (must, have to) win this game of cards.

MUSTN'T



Prohibition

Don't have to

You needn't



No obligation

*You **needn't** take the dog for a walk. I've already done that.*

Should

Shouldn't



GOOD IDEA
BAD IDEA

Exercise 1

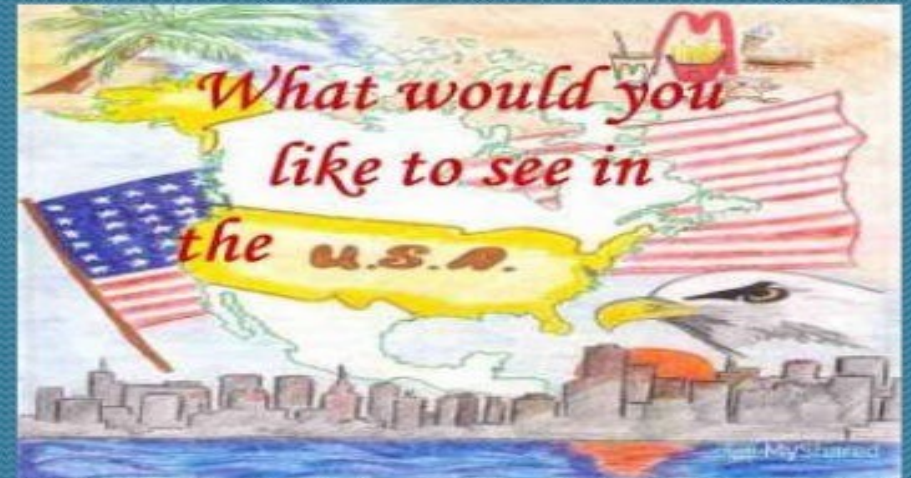
We give our opinion , our advise or recommendation.

Would



Polite request

**Would you like to
come to my birthday party?**



Polite offers

Will

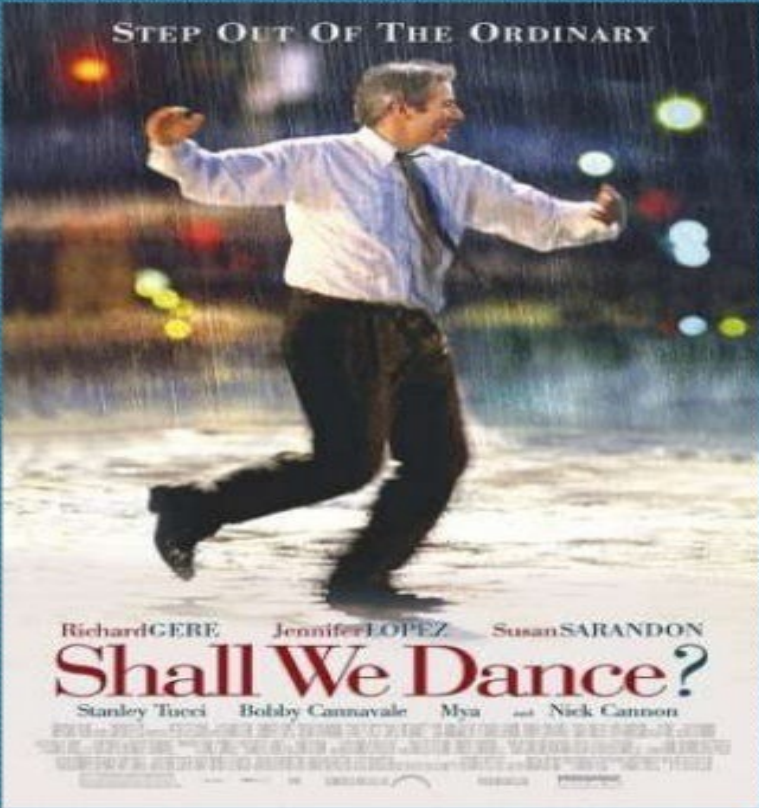


Exercise 1

Shall

! ...?

we ...?



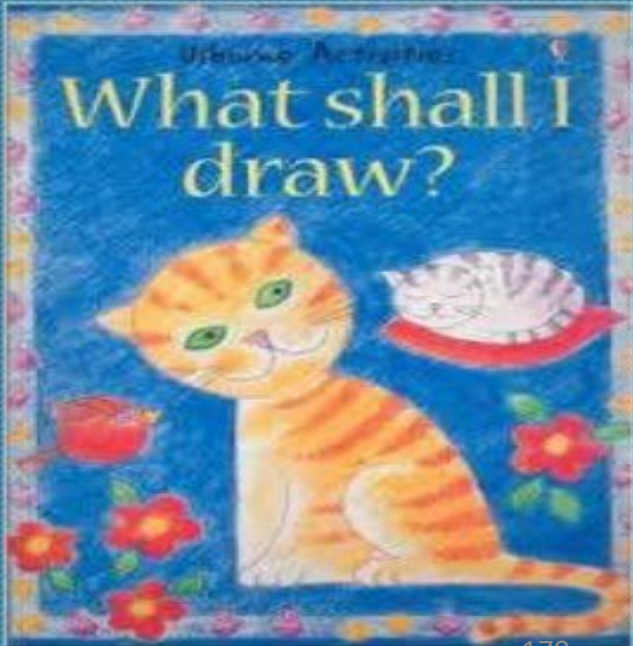
What the hell are you thinking now? Can I ask you out I want... I actually do need my help? I'm not af... tonight? I want think... What do you want? I need you! I don't like it! YES... but I love you! Stop doing that to me! I don't understand! NO! That's not true! I'm really sorry! I would want!

"Shall We Talk?"

Yes, I shall

No, I shan't

Offers



University of Global Village (UGV), Barisal
Department of English
BA (Hons) Program

Week :16th

Preposition

Page:179-195



What is a Preposition?

Definition

A preposition is a word that shows the relationship between a noun or pronoun and another word in a sentence. It indicates position, direction, time, or manner.

Examples

Examples of common prepositions include: **on**, **in**, **at**, **to**, **from**, **by**, **with**, and **for**.

Types of Prepositions

Time

These indicate when something happens, such as **before**, **after**, **during**, **since**, and **until**.

Place

These indicate where something is located, such as **on**, **in**, **at**, **above**, and **below**.

Direction

These indicate where something is moving, such as **to**, **from**, **into**, and **out of**.

Manner

These indicate how something is done, such as **by**, **with**, and **without**.

Prepositions

| Examlline | Presâtiur Examples | Presation Estrallur Erompliees | Presation Estemiplieess |
|-----------------|-----------------------|--------------------------------------|----------------------------|
| Forest green | Žor | vot | abile |
| Ferper fildoucs | Legatlizes | Leganlurs | Prepostions |
| Mickinigraress | Legence | sod | soutod |
| Lansestance | solimi | selion | solllotl |
| Lemerfildunce | Legaincs | sod | Kegdings |
| Farsertiglazics | sirrf | sdd | solot |
| Ferserfildonen | Legations | Legariors | Lepltarions |
| - Polllatitond | legating | add | fecatilba |
| Earserfildence | legation | sdd | lecacion |



Prepositions of Place



On

The book is **on** the table.



In

The cat is hiding **in** the box.



At

We met **at** the coffee shop.

Preposition for Place. (in, on, at)

- ▶ Prepositions “in, on or at” are usually used for different places.
- ▶ “In” is usually used for place which have some boundary (boundary may physical or virtual).
- ▶ “On” is used for surface
- ▶ “At” is used for specific place.

Preposition Place Nature

In

**Place having some boundary
(physical or virtual boundary)**

Examples.

In hall

In school

In a building

In a box

In a car

In library

In garden

In America

In room

In cupboard

On Surface of something.

Examples.

On a table

On blackboard

On a page

On the wall

On the roof

On a map

At **Specific Place.**

Examples.

At the entrance

At the bottom of glass

At front of the chair

At bus stop

At the edge of roof

Exercise 2. Choose the correct preposition to complete the sentence. Write your answer in your notebook.

1. Students study (**in, on, at**) library.
2. There are some books (**in, on, at**) the table.
3. He was flying kite (**in, on, at**) the roof.
4. There was a huge gathering (**in, on, at**) bus stop.
5. Her parents were waiting for her (**in, on, at**) the entrance of school.

Prepositions of Time

1

Before

The meeting is scheduled **before** lunch.

2

During

I worked **during** the summer.

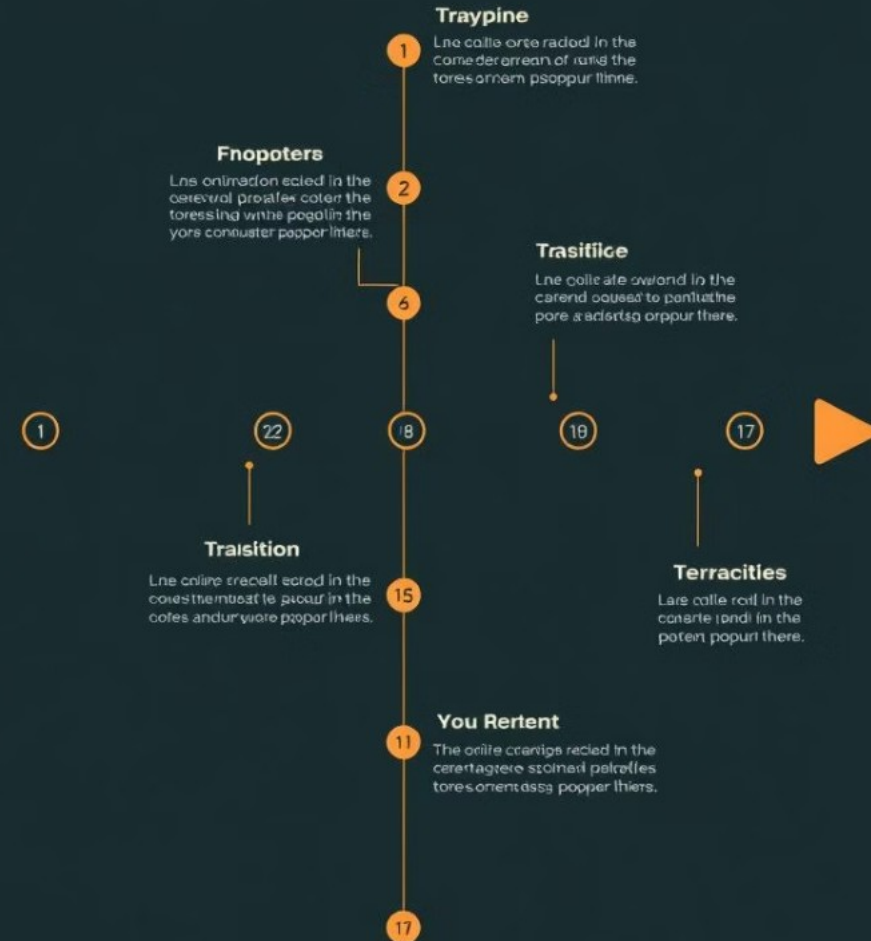
3

Since

I have been studying English **since** last year.

TEMBERNOM

Prepositions of of tinpour psentined tradistone profile and reto-tes here.



Preposition Time Nature

In

1. Month or Year.

e.g. in January, in 1985

2. Particular time of day or month or year

e.g. in morning, in evening, in first week of January, in summer, in winter

3. Century or specific time in past etc

e.g. in 21st century, in stone age, in past, in future, in present

On

1. Day

e.g. on Monday

2. Date

*e.g. on 5th of March,
March 5*

3. Particular day

*e.g. on Independence
Day, on my birthday,*

At

1. Time of clock

e.g. at 5 O'clock, at 7:30 PM

2. Short and precise time

e.g. at noon, at sunset, at lunch time, at bed time, at the moment, at the same time

Exercise 1. Choose the correct preposition to complete the sentence. Write your answer in your notebook.

1. We enjoyed a lot (**in, on, at**) the summer.
2. She received a lot gifts (**in, on, at**) her birthday.
3. Where were you (**in, on, at**) the lunchtime?
4. I will call you (**in, on, at**) 12 A.M
5. The president will deliver speech to public (**in, on, at**) Independence Day.

Prepositions of Direction

1

To

We are going **to** the park.

2

From

She walked **from** the store.

3

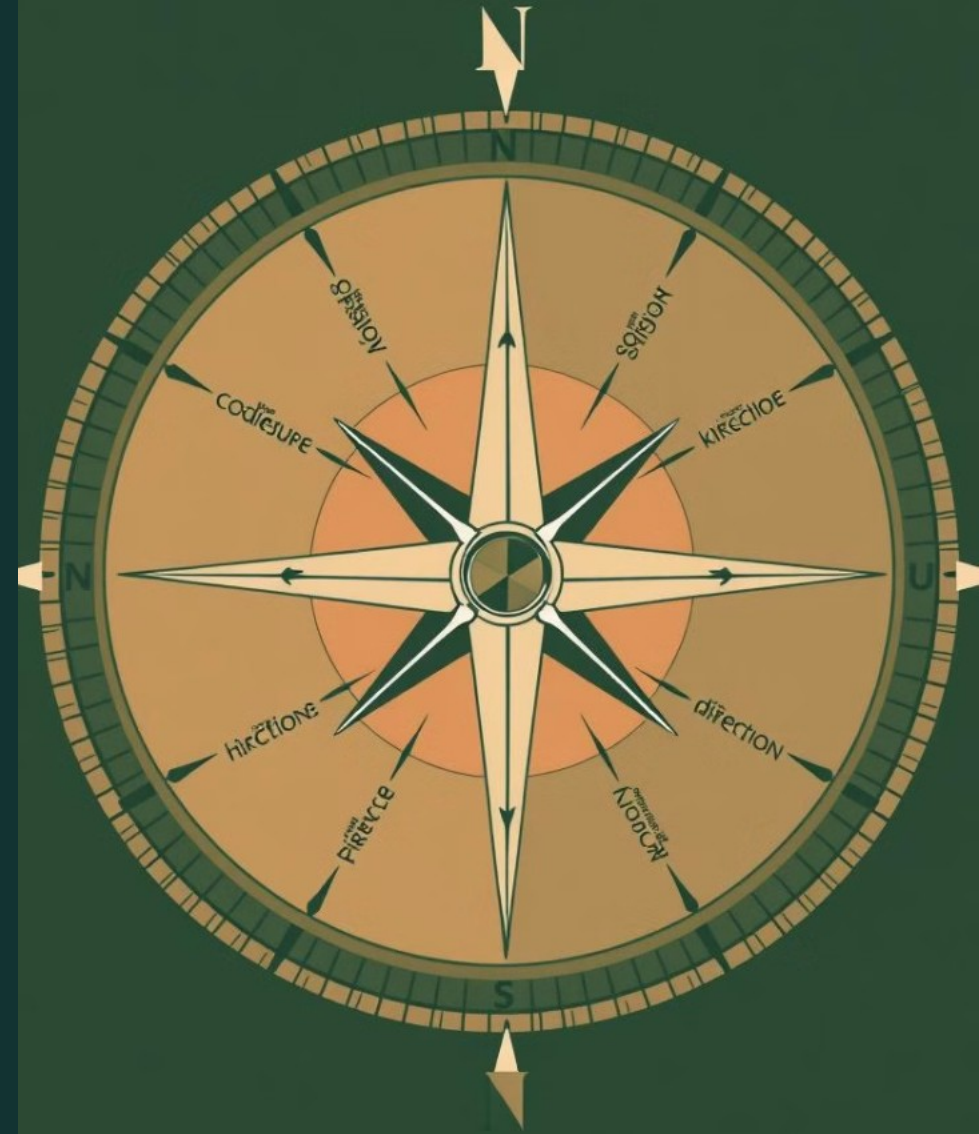
Into

He jumped **into** the pool.

4

Out of

The dog ran **out of** the house.



Prepositions in Idiomatic Expressions

1

Up to

It's **up to** you to decide.

2

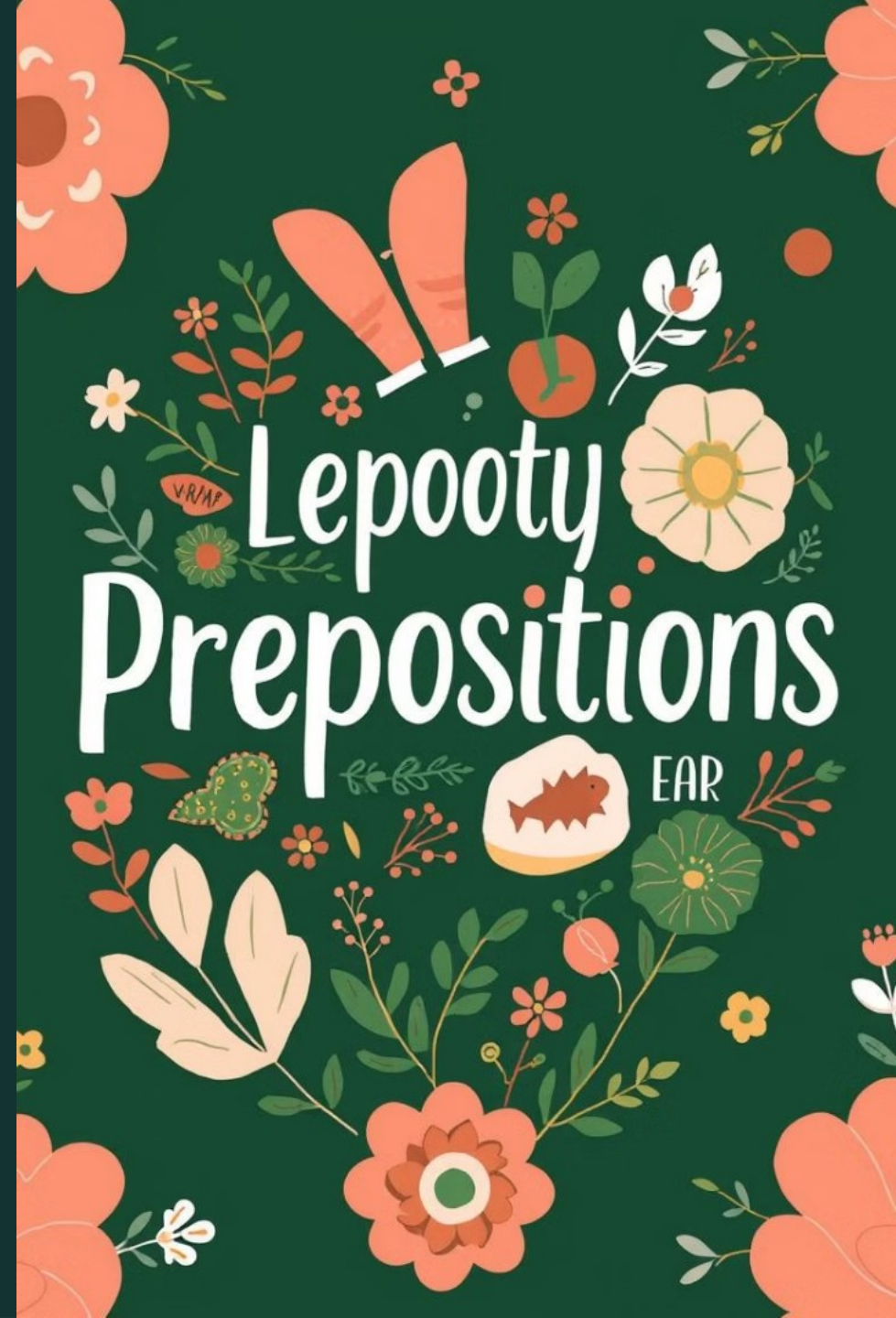
Look forward to

I'm **looking forward to** seeing you.

3

Get along with

They **get along with** each other.





IN



ABOVE



BETWEEN



AFTER



ON



UNDER



ACROSS



BEFORE



BEHIND



NEXT TO



IN THE MIDDLE



AMONG



NEAR



IN FRONT



AROUND



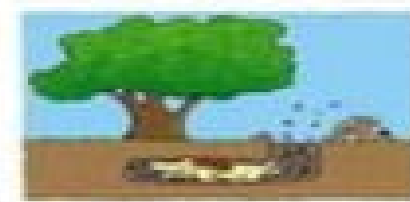
AT



AWAY FROM



BESIDE



BENEATH



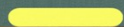
OUT

University of Global Village (UGV), Barisal
Department of English
BA (Hons) Program

Week :16th

Grammar Teaching in Bangladesh

Page: 196-203



Language

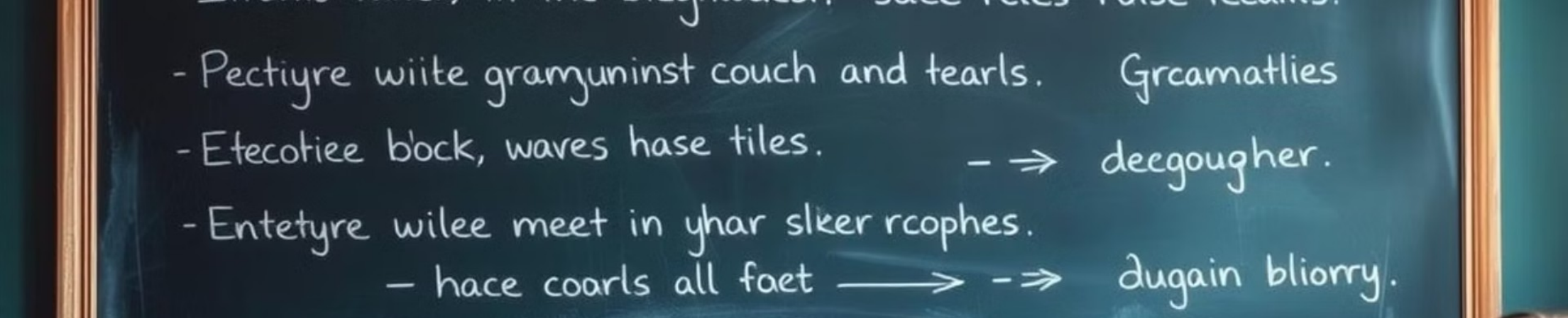
Primary & Secondary Level Grammar Teaching

Foundation of Language

Grammar instruction at these levels provides the foundation for understanding the structure of the language, enabling effective communication.

Developing Language Skills

Grammar teaching helps students develop reading, writing, speaking, and listening skills, essential for academic success.

- 
- Pectiyre wiite gramyunist couch and tearls. Grcamatlies
- Etecotiee block, wares hase tiles. - → deegougher.
- Entetyre wilee meet in yhar slker rcophes.
- hace coarls all faet → - → dugain bliorry.


Traditional Grammar-Translation Approach

Focus on Rules

This approach emphasizes memorization of grammatical rules and their translation between languages.

Limited Communication

It often neglects the development of practical communication skills and focuses primarily on theoretical knowledge.



Wpaie 's. | nance
Imerienne tolwntee
nctile Strnt unloglod.

Communicative Language Teaching Approach

1

Meaningful Communication

This approach prioritizes communication and encourages students to use language in authentic contexts.

2

Interactive Activities

It employs interactive activities and real-world scenarios to enhance understanding and fluency.

Constraints in Effective Grammar Teaching



Qualified Teachers

Limited availability of qualified teachers with specialized training in grammar teaching.



Resources

Shortage of age-appropriate and engaging instructional materials and resources.



Curriculum

Exam-oriented curriculum that prioritizes memorization over understanding and application.

Lack of Qualified Teachers



Limited Instructional Resources

1

Curriculum Development

Developing comprehensive and engaging curriculum materials that cater to different learning styles and abilities.

2

Digital Resources

Leveraging digital resources and technologies to enhance grammar teaching, such as online exercises, interactive platforms, and multimedia content.

3

Community Involvement

Engaging with the community to secure resources and support for grammar teaching initiatives.



Exam-Oriented Curriculum

1

Reform Curriculum

Shifting the focus from rote memorization to developing a deeper understanding of grammar and its application.

2

Assessment Methods

Implementing innovative assessment methods that evaluate students' ability to use grammar effectively in real-world situations.