

# What is English Grammar?

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## INTRODUCTION

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This is Module 1 as a part of the series of modules for Grammar Analysis course. In Grammar Analysis course, students are expected to understand the principles of English grammar and its various applications in both written and spoken communications. This module is especially designed to let students have a strong fundamental understanding of grammar in English.

Grammar in English differs from that of other languages, or particularly Indonesian. It is important for ESL learners in Indonesia to have a strong understanding of what grammar is all about. Our understanding of grammar so far is only about rules. However, grammar in English is more complex than to say that it is “only” rules. This module provides a general yet detailed theories of basic concept of grammar in English and why it is necessary for us to understand it. All other detailed items of grammar such as passive voice, conditional sentences, compound sentence, complex sentence, adjective clause, and adverb clause are discussed in a separate module.

This module consists of three units. Unit 1 discusses the basic concept and definition of grammar. Other than that, Unit 1 also includes the description of the purpose and nature of grammatical description. Unit 2 of the module discusses the reasons why some language use is considered ungrammatical. The description in unit 2 is completed with the discussion on English rules and variables that will help justify why a language use can be ungrammatical. Finally, Unit 3 outlines the reasons why we need to study grammar. This unit includes discussion and samples of method on grammar teaching that will be useful for practical purposes. Every section of the units is conveniently divided into discussion of theories, exercises and formative tests. Students are expected to be able to do the exercises after reading the discussions of theories and do a formative test at the end of each unit. The

answer key for the exercises and formative tests is available at the end of the module.

The writers hope that this module will be helpful for the postgraduate students of Open University majoring in English Language Education. Suggestions can be communicated to the writers for the improvements of the upcoming editions.

## UNIT 1

## What is Grammar?

This unit is going to discuss the basic theories of the definition of grammar from a few perspectives. Two main coverage of the unit are definitions of grammar and purpose and nature of grammatical description.

**A. DEFINITIONS OF GRAMMAR**

A language has a system that is composed of various elements. A word consists of letters that form sounds, syllables, morphemes and phonemes that make up a particular meaning. In the same way, a sentence consists of words of various types and functions to create meanings. In bigger chunks, sentences will make up texts that can be found in written and spoken forms. This is generally what we call **grammar** that makes up meanings and functions that is used in language to communicate.

Basically, grammar in a language is often regarded as the most fundamental part of human logic, hence also regarded as the beginning of thinking process analysis (John Stuart Mill in Garner 2014: 19). It means that every language has a particular system. This system helps human understand a language and use it for a variety of purposes in life. In understanding something, thinking process occurs and develops into analysis of myriad of events in the world.

In linguistics, there are two perspectives on grammar i.e. traditional grammar and contemporary linguistics. According to Garner (2004), traditional grammar differs from contemporary linguistics in the sense that traditional grammar does not have a clear fundamental theory. Traditional grammar only depends upon uniqueness of a language that covers the description of formal written English that contains a lot of terminology and categories such as noun, verb, adjective, adverb, pronoun, preposition, conjunction etc. Whereas, contemporary linguistics is an approach that describes the system of grammar based on the language that is actually used in real daily life instead of how a language “is supposed” to be used.

Yule (2010) described grammar by giving an example of two phrases:

*\*boys the lucky*                      *\*lucky boys the*

The phrases above are written with asterisks to indicate that the forms are unacceptable or ungrammatical. We can see from the examples that the phrases are not grammatical as they are not following English rules. To be grammatical, they are supposed to be made in the order of: *article + adjective + noun*.

Yule then concluded that the process of describing the structure of phrases and sentences in such a way to make phrases sentences grammatically correct based on the rules is referred to as **grammar**. In this case, it is important to note that the description is of the English grammar. It may not be applicable to other language as other languages may have different system.

One of the most useful and practical definition of grammar for ESL learners is that of Dr. Jack C. Richards. According to Dr. Richards, for ESL learners, it is important to understand that there are two dimensions to grammatical knowledge (also known as grammatical or linguistic competence), they are:

1. Understanding the use of grammatical system to create sentences
2. Understanding the use of grammatical resources of English to create spoken and written texts

In the next explanation, he termed the two dimensions as *sentence grammar* and *text grammar* that are described as follows:

### 1. Sentence Grammar

Sentence grammar is the set of rules that are used to create sentences. This may cover the understanding of parts of speech, tenses, phrases, clauses and syntactic structures. Generally, it is supposed that by understanding these elements, learners will be able to create sentences that are well formed and grammatically correct in English. The examples of sentence grammar discussions can be easily found in many grammar reference books that usually contain theories and exercises on particular sentence structures.

In some conventional grammar teaching such as grammar translation method, audio-lingual method and direct method, the teaching was focused

more on mastering the rules of sentence grammar as the building blocks of language. Most of the teaching objective using those methods was to understand how to create different kinds of sentences to create different kinds of meanings. Many of activities involved in such methods were drills and controlled practices of speaking and writing that were designed to minimize errors.

## 2. Text Grammar

Text grammar refers to the system of rules that govern a longer piece of work which consists of sentences that make up a longer texts in the form of paragraphs or even bigger such as essays or articles. Texts can be found in written form and spoken form. Both forms of texts are constructed following a system that is called genre. Each genre has different rules. Rules in genre consists of the following three aspects:

- a. *Purpose/social function* of a text i.e. for what purpose a text is created and what kind of audience is the text intended to.
- b. *Generic structure* of a text i.e. the parts of a text such as opening, body and closing.
- c. *Lexicogrammatical features* of a text i.e. features of a text such as tenses, part of speech, connectors, vocabulary, etc.

The example below is the description of the system found in a recount text. Notice how a recount text is composed of the three aspects of purpose/social function, generic structure and lexicogrammar features with the description of each element.

<i>Genre</i>	Recount
<i>Purpose/social function</i>	To retell events in chronological order. Recounts can be literary or factual.
<i>Generic structure</i>	<p><b>Orientation</b> Gives the reader information about who was involved, what happened, where it happened and when it occurred.</p> <p><b>Body</b> A series of paragraphs that retell the events in chronological order. You should start a new paragraph for each event or aspect of the</p>

<i>Genre</i>	Recount
	event. <b>Reorientation</b> Gives your personal comment about the events that you have retold.
<i>Lexicogrammatical features</i>	<ol style="list-style-type: none"> <li>1. Using the past tense</li> <li>2. Using descriptive words</li> <li>3. Using proper nouns</li> <li>4. Using technical language (where appropriate)</li> <li>5. Using time connectives to show the sequence of events (firstly.... secondly.....)</li> </ol>

To sum up, grammar can be understood as a resource that can be used by people to create sentences or texts in either spoken or written form. The language that we create should be grammatically appropriate at both sentence and text levels. Our understanding of vocabulary is used to describe people and places, concepts, topics, states, events, relationships, and actions. Grammar can be considered as a tool that we can use to make a package of words into sentences and texts according to the grammatical rules of a language.

## **B. PURPOSE AND NATURE OF GRAMMATICAL DESCRIPTION**

This section will discuss the distinctions of two general rules in grammar. Again, it is important to note that the rules that we discuss in this section are necessary to understand the rules of grammar in English. The two rules that we are going to discuss are namely prescriptive rules and descriptive rules. Each rule will be described as follows:

### **1. Prescriptive Rules**

Each word in English has their own labels such as noun, verbs, adjectives, etc. With these elements, linguists of the old times found a way to structure sentences in English such as one made to structure sentences in Latin. Then, grammarians in eighteenth-century England set out rules for the “proper” English. Until today, the understanding of making sentence structures in English in such “proper” way is characterized as **prescriptive**

**approach.** Prescriptive rules or prescriptive approach is what we have understood **grammar** so far. We tend to understand grammar as a set of rules when it is actually much more than that. To put it simple, prescriptive rules is what is supposed to be spoken or written by the rules of a language.

In English, it means that when we make up sentences or texts to speak or write, we have to follow the proper rules of sentence or text structure. Otherwise, it will be regarded as errors. For example, there are many formal rules in using English, especially in written form. The sentence *Mary runs faster than me* will be considered wrong as the more correct form is *Mary runs faster than I*. Another rule that is familiar for us as a prescriptive one is that in English, we should never begin a sentence with the word *and*.

## 2. Descriptive Rules

Another rule in grammar is termed as **descriptive rules**. Descriptive rules are understood as rules that are the generalizations about how the speakers of a language actually use a language in real daily life. Descriptive rules look at English language as they are used in the variety of contexts of situations and culture. Linguists who adopt this approach collect samples of real use of language as used by people in conducting their activities in daily life. With the many real samples, this type of rules need certain way of analysis to describe the regular structures of the language. A few of analysis methods that are used to describe language in descriptive approach are:

- a. structural analysis i.e. to investigate the distribution of forms in a language;
- b. constituent analysis i.e. to show how small constituents (or components) in sentences go together to form larger constituents, for example how words make up phrases;
- c. labeled and bracketed sentences i.e. to show how the constituents in sentence structure can be marked off by using labeled brackets;
- d. nowadays, as technology advances, a tool called corpora is used to analyze language in descriptive approach. A corpora is a large computer database that consists of data of naturally occurring language.

## 3. Pedagogic Rules

Other than both rules described above, Thornbury (1999) states that there is another rule that is necessary for learners: **pedagogic rules**. This approach emerges from the consideration that the need of a linguist is different from

the need of an English learner. A linguist might need to understand the rules of language to the very details. But an English learner only needs to understand how he/she can learn English language and be able to use it in communication. Then, there is a concern that English learners should be provided with the way that they can learn English with clear instruction. Pedagogic rules refer to the rules that are practical for learners/students to follow. It means that, it is teachers' responsibility to provide learners/students with appropriate approach of teaching and learning activities that enable students to understand the rules of grammar as well as giving enough chances for students to produce appropriate sentences/texts in English.

The approaches discussed above are attempts to understand how a language works by looking at the system of formal rules (in prescriptive approach), by looking at how languages are used in real daily life (in descriptive approach), and by looking at learners'/students' necessities (in pedagogic rules). As ESL learners, we have to be aware that the language that we are learning has a different system from our own language. Understanding the approaches in the system of English language will make us able to produce either spoken or written language in appropriate forms.



#### EXERCISE

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Read the statements below. Write true or false for each statement based on the discussion in Unit 1.

- 1) Grammar covers the system that governs sentences and texts that is used in language to communicate.
- 2) According to Garner (2004), language is the beginning of thinking process analysis.
- 3) Traditional grammar is similar to contemporary linguistics.
- 4) Traditional grammar depends upon uniqueness of a language that covers the description of formal written English that contains a lot of terminologies.
- 5) Contemporary linguistics is an approach that describe the system of grammar based on how a language “is supposed” to be used.



- 6) Yule (2010) described grammar as a description of the structure of phrases and sentences in such a way to make phrases sentences grammatically correct based on the rules.
- 7) The rules of English grammar can be applied to other languages.
- 8) According to Dr. Richards, for ESL learners, it is important to understand that there are three dimensions to grammatical knowledge.
- 9) Exercises and description of sentence grammar can be found in language use in daily life.
- 10) Drills are one of the methods that is used to teach grammar at the sentence level.
- 11) Text grammar refers to the system of rules that govern a longer piece of work which consists of sentences that make up a longer texts in the form of paragraphs or even bigger such as essays or articles.
- 12) Texts are only found in written form.
- 13) Genres in texts are determined by three aspects namely social functions, sentence structure, and lexicogrammar features.
- 14) Prescriptive approach concerns with how we make sentences in proper English.
- 15) *Mary runs faster than me* is a correct sentence in English.
- 16) Descriptive rules concerns about how the speakers of a language actually use a language in real daily life.
- 17) Descriptive rules can be understood without analysis.
- 18) Pedagogic rules are rules that combine prescriptive and descriptive rules.
- 19) Pedagogic rules believe that it is teachers' responsibility to provide teaching and learning activities that are suitable for learners.
- 20) It is not necessary for us to understand approaches in the system of English language.



## SUMMARY

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Grammar is the foregrounding rules of any language. As ESL learners, it is useful to understand that grammar in English covers the rules that govern how we make sentences and how we create text either in spoken or written forms.

**FORMATIVE TEST 1**

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Write a reflection from your experience for the following! questions:

- 1) Before you read this unit, what was your understanding of grammar?

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- 2) In your experience, it is important to learn grammar?

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- 3) After you read this unit, do you have clearer understanding of grammar? Why or why not?

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## UNIT 2

## Why Is It Ungrammatical?

Beyond understanding what grammar is, we should be able to differentiate what type of language is grammatical and what are not. This unit is going to discuss two main points: 1.2.1 Understanding kinds of grammar and 1.2.2 English rules

**A. UNDERSTANDING KINDS OF GRAMMAR**

In the previous section, we discussed prescriptive rules and descriptive rules in grammar. When we talk about grammar in general, we talk about a study of “what forms (or structures) are possible in a language“(Thornbury, 1999 p. 1). This section is going to discuss a bit more details on the difference between grammar in the category of prescriptive approach and descriptive approach.

**1. Prescriptive Approach to Grammar**

In the perspective of prescriptive rules, grammar are those we find in standard grammar books and the exercises. This is very close to a type of grammar that we have understood so far as traditional grammar. This type of grammar tells us how a language is supposed to be used. In traditional grammar, we mostly learn English grammar at the sentence level. The types of exercises are mostly drills and/or changing sentences from one form into the other forms. Among the many things, through traditional grammar we learn the underlying rules why the following sentences are acceptable:

*We are not playing football right now.*  
*Right now, we are not playing football.*

Also, we learn by the rules of grammar that, the following sentences are not acceptable:

*Not we playing are football right now.*

In prescriptive approach to grammar, the order of the sentence above is not allowed by the rule of **syntax**. In the same way, the following form is not allowed in **morphology**:

*We is not playing football right now.*

Shortly, in prescriptive approach to grammar, we must follow formal rules of sentence structuring in every aspect, otherwise, we will not be able to produce appropriate sentences.

## 2. Descriptive Approach to Grammar

As we have discussed in the previous section, descriptive approach in grammar looks at language as they are used in actual communication in different context of situation and context of culture. Hence, it takes a few approaches of analysis to understand the regularities in the sample language from daily life. Although there are many ways of analyzing the language sample, there is one common principle in doing the analysis in descriptive approach i.e. that a language consists of different levels of meanings. Have a look at the sample of language use below.

*Hello! My name is Mikayla. I am 15 years old. I live in Perth.*

Even though this piece of information looks short, we call it as a **text** i.e. a language use in its context. At a glance we know that this is a piece of text from an introduction. The text consists of three **sentences**. The sentences consist of **words**. The words consist of **sound**. Hence, we have come to understand that actual language use can be analyzed at four levels namely **text, sentences, words** and **sounds**. Every level has its own rules. For example:

- a. If we change the order of sentences in a text, it will not make sense, such as:

Text: *Hello, My name is Mikayla. I am 15 years old. I live in Perth*

Into: *I am 15 years old. Hello, My name is Mikayla. I live in Perth.*

- b. If we change the order of words in sentences, it will not be meaningful, such as:

Sentence: *I am 15 years old.*

Into: *15 am I old years.*

- c. If we change the order of sounds in words, it will not have the same meaning, such as:

Word: *name*

Into: *mane*

In descriptive approach to grammar, a language is viewed as a single unit. We have to analyze the sounds to make up words. Then words should be arranged in such a way to make good sentences. Finally, sentences should be arranged in proper sequences to make up good texts.

## B. ENGLISH RULES

In this section, we are going to combine our understanding of prescriptive approach and descriptive approach to grammar with our understanding of definition of grammar into the practical way. For the practical reasons, we can divide the rules that we should understand in sentence grammar and text grammar as follows:

### 1. Sentence Grammar

#### a. *Parts of speech*

To be able to construct sentences in English, we should understand parts of speech in English. Understanding parts of speech will help learners to create sentences with the correct words put at the correct position hence avoid making ungrammatical sentences. According to Yule (2010), parts of speech in English consist of:

Part of Speech	Description
<i>Nouns</i>	words that are used to refer to people, objects, creatures, places, qualities, phenomena, and abstract ideas.
<i>Articles</i>	<i>a, an</i> and <i>the</i> that are used with noun to indicate that they are definite or indefinite articles.

Part of Speech	Description
<i>Adjectives</i>	words that are used to describe nouns.
<i>Verbs</i>	words that are used to refer to various kinds of actions.
<i>Adverbs</i>	words that are used to describe verbs, manners and events.
<i>Prepositions</i>	words such as <i>at, in, on, near, with, without</i> that are used with nouns in phrases providing information about time, place, and other connections.
<i>Pronouns</i>	words that are used to refer to people and things such as <i>she, he, it, you, we, they, I</i>
<i>Conjunctions</i>	words that are used to make connections and indicate relationships between events such as <i>and, but, because, when, even though, etc.</i>

### b. Sentence structure

In English, sentences are constructed by putting words (parts of speech) in the correct positions. There are two basic constructions in making sentences in English i.e. nominal sentence and verbal sentence. Nominal sentences are sentences that do not use verbs as the predicate; whereas, verbal sentences are ones that use verbs as the predicate. To put it simple, sentence construction in English follows the rule of *Subject + Predicate + Object*. But to see the difference in constructions between the nominal and verbal sentences, have a look at the constructions below:

#### 1) Nominal sentence

**Subject + to be + noun/adjective/adverb + (Manner + Place + Time)**

Examples:

*Mr. Harris was a very successful businessman in Arizona.*

*My grandma is at home now.*

*The students are happy in class now.*

#### 2) Verbal sentence

**Subject + to be + Object + (Manner + Place + Time)**

Examples:

*Mika goes jogging every morning.*

*Bianca went to a supermarket to get some milk and eggs.*

*Some people in the company are talking about the change in management.*

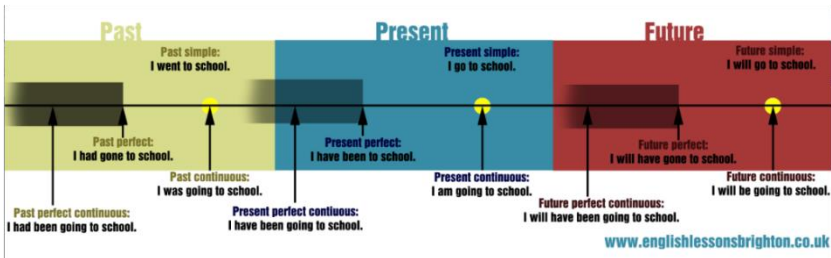
It is important to note that the information about manner, place and time can be put either at the beginning at the sentence or at the end of the sentence. For example, sentence *Mika goes jogging every morning* can also be put as *Every morning, Mika goes jogging*.

3) Tenses

When talking about tenses, we are talking about the rules in English that is made based on the timing. Sentences in English are made based on the timing of the event when they occur. There are many references, or common discussion, which mention that English has 16 tenses. But basically, the tenses in English are divided into three i.e. present, past and future that clearly indicate the time when the events occur. Further, these three different tenses are divided again based on the nature of continuity and/or completeness of the events i.e. simple, progressive/continuous, perfect, perfect continuous. The changes in English tenses are mainly indicated by the changes of the predicate used in the sentences i.e. either in *verb* or *to be* forms. The table below shows how English tenses are divided:

	SIMPLE	PROGRESSIVE	PERFECT	PERFECT PROGRESSIVE
PRESENT	Present simple tense  <i>Structure:</i> <b>S+V1</b>	Present progressive tense  <i>Structure:</i> <b>S+is/am/are+Ving</b>	Present perfect tense  <i>Structure:</i> <b>S+have/has+V3</b>	Present perfect progressive tense  <i>Structure:</i> <b>S+have/has+been+Ving</b>
PAST	Past simple tense  <i>Structure:</i> <b>S+V2</b>	Past progressive tense  <i>Structure:</i> <b>S+was/were+Ving</b>	Past perfect tense  <i>Structure:</i> <b>S+had+V3</b>	Past perfect progressive tense  <i>Structure:</i> <b>S+had+been+Ving</b>
FUTURE	Future simple tense  <i>Structure:</i> <b>S+will+V1</b>	Future progressive tense  <i>Structure:</i> <b>S+will+be+Ving</b>	Future perfect tense  <i>Structure:</i> <b>S+will+have+V3</b>	Future perfect progressive tense  <i>Structure:</i> <b>S+will+have+been+Ving</b>

For the timing of the event occurrence, have a look at the following diagram:



The diagram shows the time period during which an event occurs based on each kind of tenses. A simple tense means that an event happens at one general time in the past, present or future. A progressive (or continuous) tense means that an event happens on and on over a longer period of time which is indicated with a yellow dot in the diagram. When we use a perfect tense, we care more of the completeness of an event, not the starting point or the duration. Finally, in perfect progressive tenses (as indicated by the grey area in the diagram), we are looking at an event that starts at an identified time up to the moment we talk about the event. Other than the three main rules in English that are described in this section, there are still many other rules from English grammar that are set up to make proper sentences such as the use of articles, conditional sentences, comparatives and superlatives, passive voices, phrasal verbs, conjunctions etc. These rules are usually learned along the way while learning the main rules in either in sentence or text grammar. In this course, the details of the grammar items will be discussed in separate modules.

## 2. Text Grammar

Text grammar refers to the rules that govern longer piece of text such as essays or articles. In general, the system of rules in texts is known as genre. According to Harmer (2007), as well as other researchers, *genre* is types of texts that are applicable in particular community with common system of rules. Each type of text can be distinguished from three aspects namely:

- a. *purpose/social function* i.e. the purpose of why the texts are created for a particular social function;
- b. *generic structure* i.e. text structure that consists of elements that make up a particular genre;



c. *lexicogrammatical features* i.e. the features of lexicogrammar used in a text such as tenses and word forms such as adjective, verbs, nouns etc.

In English, there are 8 general types of texts that we need to know. They are *narrative, recount, discussion, procedure, response, explanation, description, and exposition*. Each genre and the descriptions can be found in the following table:

Text Types	Purpose and Lexicogrammar Features	Generic Structure	
1. 1.3NARRATIVE	PURPOSE  To entertain, instruct, or inform the reader by telling a story  LEXICOGRAMMAR FEATURES	<b>Orientation</b>  Gives the reader information about who was involved, what happened, where it happened and when it occurred.	It was a dark and stormy night, two figures dressed in black walked swiftly along the road. The village clock struck midnight.
	<ol style="list-style-type: none"> <li>1. Using Verbs</li> <li>2. Using time connectives to show order</li> <li>3. Using descriptive language</li> <li>4. Using proper nouns (e.g. Character Names)</li> </ol>	<b>Body</b>  A series of paragraphs that move through three stages: <ol style="list-style-type: none"> <li>1. Complication</li> <li>2. Series of events that move to a climax</li> <li>3. Resolution or temporary resolution</li> </ol>	Suddenly they were bathed in a bright light. Coming from directly above...  Their first reaction was...  Then...  After their experiences...
		<b>Coda (optional)</b>  Tells how the characters have changed and exactly what they learnt from the experience.	These two men would never be the same again...
2. RECOUNT	PURPOSE  To retell events in chronological order.	<b>Orientation</b>  Gives the reader information about who was involved, what	On Saturday, my brother and I went to the movies at Banks town...

Text Types	Purpose and Lexicogrammar Features	Generic Structure	
	<p>Recounts can be literary or factual.</p> <p>LEXICOGRAMMAR FEATURES</p> <ol style="list-style-type: none"> <li>1. Using the past tense</li> <li>2. Using descriptive words</li> <li>3. Using proper nouns</li> <li>4. Using technical language (where appropriate)</li> <li>5. Using time connectives to show the sequence of events (firstly.... secondly.....)</li> </ol>	<p>happened, where it happened and when it occurred.</p>	
		<p><b>Body</b> A series of paragraphs that retell the events in chronological order. You should start a new paragraph for each event or aspect of the event.</p>	<p>The day started when we rang the movies...</p> <p>Dad drove us to Banks town and we met....</p> <p>I didn't like the movie but my older brother really enjoyed it because...</p>
		<p><b>Reorientation</b> Gives your personal comment about the events that you have retold.</p>	<p>Overall.....</p>
6. DISCUSSION	<p>PURPOSE</p> <p>To present information about different sides of an issue or topic.</p> <p>LEXICOGRAMMAR FEATURES</p> <ol style="list-style-type: none"> <li>1. Using words that show causing and effect</li> </ol>	<p><b>Opening Statement</b></p> <p>Presents the main argument and provides background information on the topic or issue.</p> <p>Outlines the different viewpoints that will be used.</p>	<p>If you believe that we should protect animals... Scientists claim that... Whereas Environmentalists argue that...</p>
		<p><b>Body</b> A series of paragraphs that outline the arguments for and against, including</p>	<p>Animals are bred specifically for experimentation... That these animals are kept poorly in</p>

Text Types	Purpose and Lexicogrammar Features	Generic Structure	
	2. Using persuasive language 3. Using modality	evidence for different points of view.  The arguments should be supported by evidence such as examples and/or quotes	cages is the argument of... Scientists need to devise...
		<b>Reinforcement</b> The summing up of all the arguments and viewpoints presented in the discussion. The writer may offer a recommendation in favor of one side.	In short we cannot satisfy both animal lobbyists and scientists wish.....
7. PROCEDURE	PURPOSE  To give instructions and inform people about how to do something through a series of steps.	<b>Opening Statement</b> State the goal or aim of the activity.	To locate Sydney on a map of Australia and copy its position onto a blank map
	LEXICOGRAMMAR FEATURES  1. Using imperatives/commands 2. Using technical language 3. Using words and phrases to specify time, place, participants etc.	<b>Equipment</b> List the materials and/or equipment required.	- Atlas - Ruler - World map - Pen
		<b>Method</b> List the steps required to complete the goal in chronological order. You should use numbers to indicate each new instruction.	1. Look at index pages of an atlas and locate Sydney, Australia. 2. ....

Text Types	Purpose and Lexicogrammar Features	Generic Structure	
<p style="text-align: center;"><b>8. RESPONSE</b></p>	<p><b>PURPOSE</b> To summaries, analyze and evaluate a piece of work.</p>	<p><b>Context</b> Gives background information about the work being discussed</p>	<p>This is the impressive release After replacing... Arrangements by...</p>
	<p><b>LEXICOGRAMMAR FEATURES</b></p>	<p><b>Description</b> A series of paragraphs describing elements of the work</p>	<p>This album explores....</p>
	<ol style="list-style-type: none"> <li>1. Using descriptive language</li> <li>2. Using modality</li> <li>3. Using words that show cause and effect</li> <li>4. Using technical language</li> <li>5. Using present tense</li> <li>6. Using persuasive language</li> </ol>	<p><b>Concluding Statement</b> A paragraph which summarizes the writers opinion, and ends with the writers final judgment and/or recommendation</p>	<p>This is a good purchase and an outstanding example of this group's work.</p>
<p style="text-align: center;"><b>9. EXPLANATION</b></p>	<p><b>PURPOSE</b> To tell how or why things occur.</p>	<p><b>Identifying Statement</b> A general statement identifying the topic to be explained.</p>	<p>Rhythm is...</p>
	<p><b>LEXICOGRAMMAR FEATURES</b></p> <ol style="list-style-type: none"> <li>1. Using the simple, present tense</li> <li>2. Using words showing cause and effect</li> <li>3. Using the passive voice</li> </ol>	<p><b>Explanation Sequence</b> A series of paragraphs that explain how and why things happen. This is usually achieved by discussing cause and effect and using time connectives.</p>	<p>Rhythm is... Regular rhythm suggests... Rhythm in nature...</p>
	<ol style="list-style-type: none"> <li>4. Using technical language</li> </ol>	<p><b>Concluding Statement</b> A paragraph which summarizes the explanation.</p>	<p>Rhythm is written down in music...</p>

Text Types	Purpose and Lexicogrammar Features	Generic Structure	
10. DESCRIPTION	<p>PURPOSE To describe the characteristic features of a person, an object, an image or a place.</p> <p>LEXICOGRAMMATICAL FEATURES</p> <ol style="list-style-type: none"> <li>1. Using descriptive language</li> <li>2. Using technical language</li> <li>3. Using the present tense</li> </ol>	<p><b>Opening Statement</b> General statement or definition to identify the person or thing being described.</p>	<p>Angles can be seen in two-dimensional and three-dimensional shapes...</p>
		<p><b>Body</b> A series of paragraphs that describe the characteristic features of the person or thing</p>	<p>A triangle has three sides and three angles... Quadrilaterals have four sides and four angles... Polygons have many sides and the same number of angles...</p>
		<p><b>Concluding Comment</b> A statement that summarizes the description (where applicable)</p>	<p>An angle is made of two arms, which meet at a point called the vertex.</p>
11 EXPOSITION	<p>To persuade a reader for or against a particular point of view.</p> <ol style="list-style-type: none"> <li>1. Using words that link arguments</li> <li>2. Using time connectives</li> <li>3. Using technical language</li> <li>4. Using words showing cause and effect</li> </ol>	<p><b>Thesis</b> Presents the writer's point of view about a topic or issue.</p>	<p>The Australian Continent is suffering from...</p>
		<p><b>Body</b> A series of paragraphs that outline and justify the arguments that support the overall position of the writer.</p> <p>The arguments should be supported by evidence such as examples and/or quotes.</p>	<p>The Aboriginal inhabitants of Australia... Since the European invasion... Because Australia was such a harsh country... In addition...</p>

Text Types	Purpose and Lexicogrammar Features	Generic Structure	
		<b>Reinforcement</b> The summing up of the argument. The writer may offer a solution or alternative to the topic of issue.	The quickest, the cheapest and easiest way to rectify....

## C. LANGUAGE VARIABLES

Now that we have understood the concept of grammar and rules in English, we have to understand some other factors that may affect how people use English. These factors are called language variables. They can be described as follows:

### 1. Spoken and Written Language

English language that we use in speaking and writing is different. Have a look at the following example:

TEXT A:

A : *It's delicious, isn't it?*

B : *Definitely! I think I'd like to get some more.*

A : *Sure. You want me to order for you?*

TEXT B:

*Lasatta is a famous Italian restaurant in town. Its special menu is grilled sausage and mashed potato. It is special because the ingredients of the sausage are guaranteed free of additives and artificial coloring.*

In text A, we see a lot of features that we usually find in spoken English such as question tags and contraction form *I'd*. Also, if we have a look at the sentence *You want me to order for you?* We can see that it is the form of ellipsis as the complete form will be *Do you want me to order for you?* which is acceptable in casual spoken form.

In text B, the sentences are written in complete elements with careful and proper grammar. The choices of words are also made very carefully as to sound formal. This is common in written English.

In sum, we can see that the forms of spoken and written English are different. This needs to be taken into account when we teach or learn English. In the teaching and learning English, materials should be designed in such a way so that teacher can provide learners with the materials that are suitable to their learning objectives. Also, both forms of spoken and written English should be given in balance to provide learners with enough exposure to the actual use of English.

## 2. Register

One language use and another differ in that they are used in different context of situation and culture. The different use in a variety of contexts can be seen from the **register**, **topic** and **tone** of the language. Every time we talk or write about something, there must be one particular topic that becomes the main idea of our speech or writing. This is what we call **topic**. Meanwhile **tone** means the choice that we make between using formal or informal language when we speak or write.

## 3. Language Varieties

A language usually varies based on the regions where it is used. For example, even though Indonesian is one language, it is spoken in many different ways across the country. People in Java might use Indonesian with strong accent, likewise in Sumatra, Indonesian is spoken with the influence of the local languages in Sumatra. The same thing happens in English. There are a lot of variation in English. However, the three most well-known varieties are American English, British English, and Australian English. The most obvious difference among them is the pronunciation of some words. Other than that, in some cases the three varieties have different vocabulary to refer to the same thing. If we observe more carefully, there are many other variation of English that emerge from the fact that English is spoken by speakers who are not the natives of the language, for example Singaporean English, Korean English, Mexican English, Indian English etc. With this fact, there is a growing acceptance of International English i.e. English that is used as a common language for communication by people who come from non-English-speaking countries. One important point to note is that, even though English varieties are different from each other, they still work on the basic principles of English grammar and rules.



## EXERCISE

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### A. Find the errors in the texts and make necessary corrections.

- 1) My brother don't like coconut. Can you believe it? I never met anyone else in my life who felt this way. It seem very strange to me. What was there about coconut that he don't like? It seemed very inoffensive to me. Perhaps, he says he don't like it in order to get attention. When he refused to eat a coconut cookie or cake with coconut frosting, he gets a lot of attention and people try to figure out why he disliked it so much. Of course, my brother always will deny this, but I think that was the real reason.
- 2) When I first move here 10 years ago, it gets cold in December and January. In fact, the first two years, we have a freeze which killed all of my outdoor plants. As a result, I decide not to try to grow anything else. Now, however, it is staying pretty warm all winter. In fact, just the other day I wear shorts and a T-shirt. The sun shone and I felt as if it were summer! I can't resist calling my family and friends back home to brag about the good weather here.
- 3) Last week my brother-in-law was taking me to the dessert about 45 minutes away and we stay there a couple of days. One of the reasons why we went there is to shoot rifles just for fun. He sets up some cans and bottles for targets and shot at them. He also lets me shoot his rifle. It is the first time I am shooting a gun and I feel very scared. Even though I can see how much he enjoy target practice, I thought gun ownership should be limited.

Taken from: Woodward. S.W. 1997. *Fun With Grammar: Communicative Activities for the Azar Grammar Series*. New Jersey: Prentice Hall Regents. Worksheet 32A.

### Answer:

- 1) \_\_\_\_\_  
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2) 

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3) 

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**B. Have a look at the texts at the exercise again and answer the following questions (you may use separate paper to write your answer):**

1) Based on the discussion on unit 2 about sentence grammar, make a description for each error of why some sentences are identified as ungrammatical.

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2) Can you describe the genre of each text? Justify your answer by giving description of the characteristics.

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## SUMMARY

Formally, a language is bound by many elements to be called as “proper” language. Using the analysis on the basis of prescriptive and/or descriptive approach will enable us to distinguish ungrammatical from grammatical form of language.



## TES FORMATIF 2

Look at the signs below. Can you identify errors in them? Make a description of the error and make necessary correction.

1)



Picture source: <http://randomstory.org/wp-content/uploads/2013/08/funny-English-sign-toilet-woman.jpg>

Description:

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2)



**Picture source:** <http://www.nyctransitforums.com/forums/topic/19666-the-fail-thread/page-82>

Description:

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3)



Picture source:

[http://www.asiaone.com/static/education/gallery/121009\\_English/images/pic2.jpg](http://www.asiaone.com/static/education/gallery/121009_English/images/pic2.jpg)

Description:

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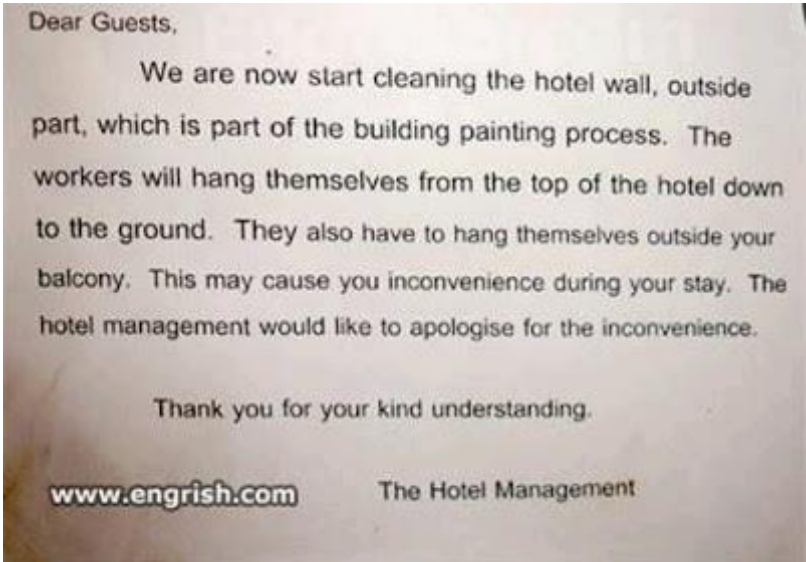
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4)



Picture source: <http://the-raven-in-me.blogspot.com/2008/12/signs-with-bad-english.html>

Description:

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## UNIT 3

## Why Should We Study Grammar?

This unit discusses the foregrounding reasons why it is necessary for us to study grammar. Three main points are going to be discussed i.e. 1.3.1 The importance of grammar, 1.3.2 English syllabus and 1.3.3 The teaching of grammar.

### A. THE IMPORTANCE OF GRAMMAR

With reference to the approaches in grammar i.e. prescriptive and descriptive approaches, the teaching of grammar has evolved through time. Prescriptive grammar is an approach that is made based on the features of written language as it was described several generations ago. Hence teaching methods based on this approach focused more on mastering the formal grammar rules of English.

Recently, descriptive approach is also used in classroom teaching and learning activities i.e. how to describe grammatical knowledge and grammatical systems in terms of the way people actually use the language, not the way they “should use” it. Language teaching courses and published materials today are generally designed by using the types of English grammar as it is actually used by speakers of English that is by looking at authentic language use and information from corpus research. However, because grammar in English is mostly very different from the grammar system in the learners’ native language, mastery of grammar becomes a major challenge for many language learners.

There are many different perspectives about grammar and the teaching methods. Then, there have also been debates whether or not to teach grammar. But then, comes a perspective that views that the question is whether or not to teach grammar (Richards & Renandya, 2002 in Cahyono dan Widiati 2011) but which *grammar items* to teach and what is the best way to teach them (Swan, 2002 in Cahyono dan Widiati 2011). A few researchers believe that grammar should be taught as discrete items separated from the teaching of other skills in English such as listening, speaking, reading, and writing. However, other researchers think that grammar does not have to be taught discretely. The teaching can be done during other teaching

activities i.e. when a teacher finds that students encounter grammar problems when they do tasks from other skills for example when students are learning a written text or listening to a recorded material(Harmer, 2007). When we learn a language, understanding grammar rules does not always mean being able to use them in communication. This becomes a dilemma in grammar teaching. Traditional English teaching often assumes that the more students understand about grammar rules, the more they are capable of using them in communication, but unfortunately, this is not always true. After all, there are some reasons why it is useful to learn or teach grammar especially in the case of second language teaching:

### **1. Knowledge of Grammar Will Help Learners Generate Sentences**

In language learning, especially in second language learning, it is important to understand the regularities of the language. Regularities means the rules of how to structure a language for example in sentences and texts. These regularities are what we refer to as grammar. By understanding the rules of making sentences and/or texts, learners will be able to create sentences and/or texts using various kinds of vocabulary in various kinds of contexts. In this way, language learners will be able to produce many kinds of sentences and/or texts to deliver or express their ideas.

### **2. Knowledge of Grammar Will Help Avoid Ambiguity in Sentences**

With the understanding of the rules of grammar, language learners will be able to recognize and/or distinguish sentences that are grammatical and ones which are not. Other than that, knowledge of grammar will be useful to avoid sentences that are ambiguous in meaning. For example, when seeing a sentence like: *Last Saturday afternoon I was bored with my friends at home* language learners will find it confusing. With the knowledge of grammar, this can be avoided hence language learners can make a correction to make such sentence sound better. The possible correction that can be made is *Last Saturday afternoon I was staying at home. My friends and I were feeling bored.*

### **3. Knowledge of Grammar Will Help Avoid Fossilization**

Fossilization is a phenomenon that occur in a language learners i.e. a situation when his/her knowledge stuck at one point because there is no sufficient formal instruction. The example of fossilization commonly

happens in Indonesian student who learns English. For example, when learning the future tense, we tend to use to infinitive e.g. we say *I will to go* instead of *I will go*. This may happen because we lack of proper instruction in classroom, hence it is fossilized in our understanding. With the knowledge of grammar, this can be avoided. Language learners need to have a clear and/or formal instruction so that they know the exact rule to expand their repertoire.

#### **4. Knowledge of Grammar Will Serve as An “Advance-Organiser” for Learners**

In the case of advance language learners, understanding of grammar will provide a good basis of understanding other grammar. For example, if an Indonesian is learning English, his/her understanding of Indonesian grammar will help in understanding English grammar. This makes sense as we know that basically sentence structure in Indonesian is quite similar to that in English. Indonesian sentence structure is Subject + Verb + Object. Similarly, in English, the basic sentence structure is Subject + Verb + Object. Therefore, understanding Indonesian grammar will help Indonesian students who learn English.

#### **5. Knowledge of Grammar Will Help Learners See Language as “Discrete Item”**

The complete system of a language consists of a myriad of elements such as vocabulary, grammar rules, meanings, pronunciations, syntax, phonetics etc. To learn a language thoroughly will be very complicated. For many language learners, this may be discouraging. With the knowledge of grammar system, a language can be seen as having discrete or separate items. In this way, it is possible for learners to learn the system of the language step by step. Therefore, learning a language can be less daunting.

#### **6. Grammar Contains Some Learnable Rules to Teach**

In the perspective of teachers, understanding of grammar makes it easier to design a language teaching and learning program for students. Teachers can select particular grammar items that they think are necessary for students to learn. Teaching and learning materials made based on grammar items can also be adjusted depending on many aspects of teaching and learning such as the level of students, students' purpose, national curriculum, etc.



## 7. Learner Expectation

Some students seek opportunity to learn a language in formal classrooms. These types of students usually have some expectations before they attend classes. They might have a previous learning experience that gives them ideas how languages should be learned. Some students might also have some self-study on a language and seek for clarification of the items they have learned. In relation to the discussion in point 6, it is then advisable that language teaching and learning activities be made efficient and systematic to meet students' expectation.

With the points discussed above, it is clear that having sufficient knowledge of grammar is important for both students and teachers. It may be safe to say that understanding of grammar is an important foundation in learning a language.

## B. ENGLISH SYLLABUS

With the many elements in English grammar, it is often difficult for teachers to decide what to put in their syllabus and how to teach them. Most teachers find it convenient to use textbooks as they are prepared with clear instructions on how to use them. However, it is important for teachers to understand how an English syllabus should be made.

Basically, a syllabus is a pre-planned teaching program that a teacher uses in his/her teaching. There are two main important points to include in making a syllabus, namely **selection** and **grading**.

### 1. Selection

In selection, a teacher decides what items to be included in the teaching. A teacher plans the kind of materials, the language items, and the teaching methods that are suitable for a particular level of students. Especially for the materials, a teacher should think about the possible resources to use, whether it is textbooks, realia or authentic materials from various sources. The selection of materials will depend on a few factors such as the type of school and level of students. Additionally, the consideration of selection should take into account the usefulness and the frequency of the language items that is going to be covered within the syllabus.

A teacher should consider what will be useful for students to learn based on the study objectives. By frequency, it means that teacher should consider

the frequency of language items to be included in the syllabus. The selection of teaching methods will vary. A teacher usually has different methods in teaching particular language items for different level of students. In general, however, a few methodologies can be derived from conventional and integrated grammar teaching. Methodologies in the conventional teaching of grammar include ones from teaching methodologies such as grammar translation method, direct method and audio lingual method. While integrated grammar teaching might include teaching methodologies from theories such as communicative language teaching and genre based (text based teaching).

## 2. Grading

When considering the points of grading, it means that a teacher should consider how the selected items are ordered within a syllabus. The principles of grading a syllabus should cover the following points.

### a. Complexity

A grammar item has a number of elements, the more the elements, the more complex it is. For example, some explanation of English tenses is more complex than the others. An explanation of present perfect continuous tense might be more complex than an explanation for present continuous tense. So, after making selection of the materials to cover in a syllabus/lesson, a teacher should decide what point of grammar item to teach before the others to enable students to learn well.

### b. Learnability

In relation to complexity, a teacher should make grading based on learnability. Logically, the more simple a grammar item a teacher presents for students, the easier it is for students to learn. In other words, grammar items should be given step by step as to make it easier for students to learn. Learning ability of each student differs between one another. In case of grammar teaching, because some grammar items are more complex than the others, it is important to note that a teacher should not insist on accuracy immediately. Instead, students need to be given various inputs to enable them to produce good language output in accordance with the study objective.

### c. *Teachability*

The term teachability refers to a way teacher explain a grammar item to students. In teachers' perspective, teachers should be able to demonstrate clear instruction and explanation of a grammar item to present to students. For example, present continuous tense is an English tense that is relatively easy to explain. The elements in present continuous tense such as *She is writing* is practical to describe and demonstrate with body gesture for instance. But other grammar items such as *-s* ending in plural and third person singular use might be a bit more confusing to describe. Another grammar point that is challenging to describe is the use of article *a*, *an*, and *the*. Due to these facts, a teacher should consider the material grading based on the way he/she can describe or explain to students so that students can learn well.

## C. THE TEACHING OF GRAMMAR

There is an assumption that grammar is a concept of language that is explicit. Consequently, there is an assumption that if someone wants to master a language, he/she has to master the rules of grammar. But actually, grammar can be learned as we expose ourselves into the language that we are learning for example by listening, speaking, reading, and writing. The conclusion is, the teaching of grammar is supposed to be done gradually i.e. along with the development of communicative competence (Garner, 2004).

In the practice, there are two main common approaches in English grammar teaching; they are inductive and deductive approaches. Inductive approach, as its name suggests, induces rules of grammar in the language inputs given to students, while deductive approach focuses more on explicit teaching (Roberts, 1998 in Cahyono & Widiati 2011). In inductive approach, students are given samples of language use in sentences and/or texts and asked to find the patterns of grammar in the samples. While in deductive approach, lessons are begun with explanations of grammar rules followed by exercises using the explained grammar rules. Other than the two approaches, Thornbury (1999) adds another approach i.e. teaching grammar through texts. With texts, he means any use of language in both spoken and written English. This approach appears from a notion that "language is context-sensitive". It is quite difficult to understand a text when it is taken out of its context, including the context of situation and context of culture.

At this section, we are going to discuss the three approaches by looking at the description and a simple example of lessons using each of the three approaches i.e. inductive approach, deductive approach, and teaching grammar through texts.

### **1. Deductive Grammar Teaching**

Deductive grammar teaching approach refers to an approach where grammar is taught from rules to examples. The teaching of grammar using this approach is started with the explanation of a particular grammar item followed by exercises using the explained grammar item. The type of the lesson seems to be very straightforward but may be easy for the students to follow the lessons. Overall, there are several advantages and disadvantages in using deductive approach in teaching grammar from rules. Have a look at the lists below.

The advantages of teaching grammar using deductive method are:

- a. it is straight to the point;
- b. it considers the age and capability of adult students;
- c. for many students with analytical learning style, deductive method fulfills their expectation of classroom learning;
- d. usually, teachers will discuss grammar points or language points with students when they come up during teaching and learning activities. In this way, they don't have to prepare too much before they teach.

The disadvantages of using deductive method in teaching grammar are:

- a. a lesson started with a grammar presentation may be discouraging for some students, especially beginners who do not have enough background knowledge about grammar;
- b. grammar explanation tends to make the teacher dominate the classroom activities; hence there is minimum student involvement and interaction;
- c. in deductive method, there are a lot of explanation that is not easy to memorize;
- d. deductive method tends to give the idea that learning a language means "knowing the rules".

Below is a sample lesson using deductive method in teaching grammar (taken from Thornbury, 1999):

### ***Teaching articles using grammar worksheet***

#### **Step 1**

- Teacher divides the class into groups and hands them the worksheet.
- The worksheet is an information gap activity that requires the student to use articles i.e. a, an, the, and zero article/no article.

Worksheet:

#### **Articles**

*Complete the text by choosing the best article a, an, the, or zero/no article. More than one answer may be possible.*

#### **Digestion**

1 \_\_\_\_\_ food we eat must be changed by 2 \_\_\_\_\_ body before it can be absorbed by 3 \_\_\_\_\_ blood and used to nourish 4 \_\_\_\_\_ cells of 5 \_\_\_\_\_ body. 6 \_\_\_\_\_ food is changed into 7 \_\_\_\_\_ nourishment by 8 \_\_\_\_\_ digestive system. 9 \_\_\_\_\_ digestion begins in 10 \_\_\_\_\_ mouth where 11 \_\_\_\_\_ food is chewed into 12 \_\_\_\_\_ small pieces and mixed with 13 \_\_\_\_\_ saliva before being

...

- Teacher then asks the groups to work on the exercise within five minutes.
- During the activity, the teacher gives another handout that contain the summary of how to use a, an, the and zero/no articles.

#### **Step 2**

- The group of students are then asked to complete the worksheet based on the given summary.
- Then, the groups are asked to compare their answers.

#### **Step 3**

- Teacher then checks the answers to the exercise together as a class.

It is interesting to note that in this type of lesson, the grammar point is given straight forward. However, we can see that there are not many variations. Students are led to do the activity as they are told. Teacher's role is limited into monitoring and supervising the activity and helping students who have difficulties understanding the lesson. On the drawbacks, this type of lesson might be boring.

In adopting deductive method in teaching grammar, Michael Swan (in Thornbury, 1999) offered a few criteria to make sure that we teach grammar rules good enough for the students. The criteria are the rules should be:

- a. **True** which means rules should be true based on the correct grammar either using prescriptive or descriptive approach.
- b. **Limited** which means rules should show clearly the limitation of the use of a given form. For example, modal *will* has a lot of uses. Teacher should limit it into one discussion at one lesson, for example *will* for future, *will* for conditional type 1, or *will* for request.
- c. **Clear** which means rules should be clear. For example, a teacher should give clear explanation and clear distinction between the uses of *will* and *be going to* for future tense.
- d. **Simple** which means rules should be simple enough for students to learn. In one grammar item, there may be a lot of categories, sub-categories and exception. By selecting the most relevant to students' need, teacher can keep it simple.
- e. **Familiar** which means rules should be familiar to students by referring to the grammar items that students have learned before. For example, it is easier to learn simple present tense after students learn about verbs.
- f. **Relevant** which means rules should be matched with what students need. Students do not need to know all aspects of English all at once. They should learn the grammar point that they need one by one.

## 2. Inductive Grammar Teaching

In inductive grammar teaching approach, grammar is taught from examples to rules. Students are given samples of language use and asked to find patterns of English grammar from the samples. This method seems to be challenging for the students, but some teachers believe that teaching using such method will help students to understand grammar items better as they find it for themselves. After all, there are some advantages and disadvantages of using inductive method in teaching grammar which are listed below.

The advantages of using inductive method are:

- a. In inductive method, students are encouraged to find the rules by themselves. This will be helpful as it will be suitable to their pace or learning. In this way, the rules that they discover will be more meaningful and memorable.
- b. The individual “mental effort” done by the students involve a greater degree of cognitive depth which is good for individual memo ability.
- c. In inductive method, students participate more actively in the learning process. They are not passive students who only receive explanation from teachers. So, they become more attentive and more motivated.
- d. In inductive method, students are encouraged to understand patterns and develop problem solving abilities. Inductive method, therefore, is suitable for students who like this kind of challenge.
- e. Some learning activities in Inductive teaching and learning may be done in collaboration with other students. In this type of learning activities, students get extra language practice during the collaborative work.
- f. In inductive method, students work more independently, and in the long run, this will enable them to develop self-confidence to work independently and lead to learner autonomy.

The disadvantages of the method are:

- a. The time taken to let students discover the rules is sometimes quite long. This may mislead the students to think that the rules are the objective of learning. Actually, the rules are only the means to learn a language.
- b. Once again, because the time taken to work out the rules is relatively long, it may reduce the time needed for other practices.
- c. Students may end up discovering the wrong rules, hence they have the wrong concept about grammar rules.
- d. Inductive teaching requires teachers to be very careful in planning the lesson. A teacher should be able to lead the students with a carefully-organized lesson to guide the students to find the correct formula of grammar rules.
- e. Probably, not all language items can be prepared as inductive teaching and learning activities.
- f. For some students, being told the rules is more preferable than to find the rules by themselves.

Sample lesson using inductive approach:

***Teaching the present simple using realia (beginners)***

**Realia** is any real objects that are used in the classroom for teaching purposes. This lesson aims at using realia in teaching present simple for beginners.

**Step 1**

- Teacher shows a collection of objects that she brings.
- The objects include: bus ticket, empty glasses case, a watch, novel, swimming cap, guitar pick, etc.
- Teacher gives away the objects to groups of students. Students are asked to find some characteristics of the objects. Each group takes turn to take a look at the object one by one.

**Step 2**

- Teacher asks the class: Do you think the owner is a man or a woman?
- Teacher then writes on the board based on students' responses. Teacher writes sentences beginning with 'he' or 'she'.
- Teacher elicits more sentences from the students based on their deductions. Teacher writes students' sentences again to show the form clearly. The sentences are, for example:

*He takes the bus.*

*He wears glasses.*

*She wears watches.*

*She reads novels.*

*He swims.*

*He plays guitar, etc.*

**Step 3**

- Teacher begins explanation by asking students to focus on the forms of the verbs with –s ending.
- Teacher then asks: *Is it past, present or future?* to lead students to get to the idea of present simple.
- Teacher asks again: *Is it right now or every day?* to lead students to understand the concept of time in present simple tense.



**Step 4**

- Teacher asks students to write their sentences individually about a person in the class.
- Teacher monitors and helps students during the task.
- A student is asked to read out their sentences and other students are asked to guess who is being described.

The sample lesson shows that realia is one of simple resources that can be used for a variety of purposes of teaching. However, the challenge in the sample lesson is that students may have difficulty in finding vocabulary to make up the sentences. Also, teacher's instruction should be clear in leading students to get to the study objective i.e. learning the present simple.

**3. Teaching Grammar through Texts**

Other than teaching grammar with the two approaches discussed above, we can also teach grammar through texts. First of all, we need to clarify our understanding of texts. Texts are both written and spoken English that can be used in many forms such as novels, articles, newspaper, podcasts, videos, street signs etc. (Thornbury, 1999, p. 71). Texts are usually context-dependent, and this needs to be taken into account when teaching grammar using texts. Texts can be obtained from four major sources namely: (1) texts from course book, (2) texts from authentic sources (such as newspaper, internet, songs, etc.), (3) texts made by teacher, and (4) texts made by students themselves. The following is a sample of a lesson to teach grammar from texts.

***Using an authentic text to teach the passive for intermediate level students***

This lesson uses an authentic text i.e. texts that is not specially created for teaching purposes.

**DOG ATTACK**

Jessica Johnson was out walking with her husband when she was attacked by an unsupervised Alsatian dog. Jessica's leg was bitten, and she had to have stitches in two wounds. Two days later, because the wounds had become infected, Jessica was admitted to hospital. Even after she was discharged, she needed further treatment from her GP –

and she was told to rest for two weeks.

Jessica is self-employed and her business was affected while she was sick. Also, the trousers and shoes she'd been wearing at the time of the attack were ruined by bloodstains and had to be thrown away. Jessica told us, "I'm now trying to get compensation from the owners of the dog."

(From Axworthy, A. et.al, *Which?* January, 1991)

Text:

### Step 1

- Teacher tells students that the title of the text they are going to work with is Dog Attack.
- Teacher asks students to make a list of vocabulary that may be related to the text with such title.
- Teacher can also feed in some vocabulary that may not be mentioned by students such as **stitches**, **wounds**, **infected**, and **bloodstains**.

### Step 2

- Teacher asks students to read the text silently.
- Before that, teacher asks students to answer several questions while reading. The questions are:  
*Who was attacked?*  
*Where?*  
*How badly?*  
*Who was to blame?*

### Step 3

- Teacher then writes two sentences on the board.
- An unsupervised Alsatian dog attacked her.
- She was attacked by an unsupervised Alsatian dog.
- Teacher asks students if they remember the sentences from the text. Teacher also asks if students know the construction of sentences in number 1 and 2.
- Teacher elicits the construction of passive from students i.e. *Subject + to be + past participle*.

**Step 4**

- Teacher then asks students to find other examples of passive constructions in the texts by underlining them.
- Teacher and student then discuss why passive constructions are used, i.e. in order to:
  - move the theme (the focus of the sentence) to the beginning to the sentence;
  - to highlight that the agent of the sentence is unimportant or not known;
  - when agent is important or known, *by* is used.

**Step 5**

- Teacher then asks students if they have similar experience as told in the story.
- Students are asked to tell their stories using passive construction when appropriate.

The challenge in using authentic text in a lesson is to select appropriate text for the intended learning objective. Teacher should also adjust to students' level. In the lesson, teacher should be careful to lead students to understand the grammar points to discuss i.e. the grammar at the sentence level and at the text level.



**EXERCISE**

**Exercise 4**

*Read the following statements. Write agree or disagree, then give description to your answers based on your personal experience about learning English.*

- 1) It is important to study grammar because knowledge of grammar will help us generate sentences.

Description: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- 2) It is important to study grammar because knowledge of grammar will help avoid ambiguity in sentences.

Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 3) It is important to study grammar because knowledge of grammar will help avoid fossilization.

Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 4) It is important to study grammar because knowledge of grammar will serve as an “advance-organizer” for learners

Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 5) It is important to study grammar because knowledge of grammar will help learners see language as “discrete item”.

Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 6) It is important to study grammar because Grammar contains some learnable rules to teach.

Description: \_\_\_\_\_  
\_\_\_\_\_



<hr/> <hr/> <hr/> <hr/> <p>Is the grading of the materials in the units/chapters suitable for the students? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Reasons:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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**Exercise 6**

**Observe a class of an English lesson. Make a note about the class and comment on the following points:**

1) What is the level of the class?

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2) Is the lesson conducted in deductive, inductive or through text? Justify your answer by giving a brief description.

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- 3) Overall, do you think that the lesson flow well? Or not? Give the reasons from your observation result.

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**SUMMARY** \_\_\_\_\_

There are many advantages for us to learn grammar. The main reason is that we get to understand that a language consists of a systematic system. If we understand this system, we can learn the language in organized way. There are a few teaching and learning method that we can adopt; they are inductive method, deductive method and teaching through texts.



**FORMATIVE TEST 3** \_\_\_\_\_

**Make a lesson plan to teach the following grammar items (you may use separate paper). In your brief lesson plan, include the points of (1) grammar item(s) to discuss, (2) the level of the students, and (3) the steps of the lesson:**

- 1) Deductive teaching to teach modal will for future use to a class of intermediate learners.

**(1) Grammar item(s) to discuss:**

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**(2) Level of the students:**

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**(3) Steps of the lesson:**

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- 2) Inductive teaching to teach simple past tense to a class of beginners.

<p>(1) <b>Grammar item(s) to discuss:</b> _____</p> <p>(2) <b>Level of the students:</b> _____</p> <p>(3) <b>Steps of the lesson:</b> _____ _____ _____ _____ _____ _____ _____</p>
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- 3) Teaching using a text taken from an online newspaper such as The Jakarta Post.

<p>(1) <b>Text used:</b> _____</p> <p>(2) <b>Taken from:</b> _____</p> <p>(3) <b>Level of the students:</b> _____</p> <p>(4) <b>Steps of the lesson:</b> _____ _____ _____ _____</p>
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## Answer Key

### Exercise 1

- |           |           |
|-----------|-----------|
| 1) True   | 2) True   |
| 3) False  | 4) True   |
| 5) False  | 6) True   |
| 7) False  | 8) False  |
| 9) False  | 10) True  |
| 11) True  | 12) False |
| 13) False | 14) True  |
| 15) False | 16) True  |
| 17) False | 18) True  |
| 19) True  | 20) False |

After answering with true and false, you can discuss with peers or tutor why you answer so.

### Exercise 2

- 1) My brother **doesn't** like coconut. Can you believe it? I never met anyone else in my life who felt this way. It **seems** very strange to me. What **is** there about coconut that he **doesn't** like? It **seems** very inoffensive to me. Perhaps, he says he **doesn't** like it in order to get attention. When he **refuses** to eat a coconut cookie or cake with coconut frosting, he gets a lot of attention and people try to figure out why he **dislikes** it so much. Of course, my brother always **denies** this, but I think that was the real reason.
- 2) When I first **moved** here 10 years ago, it **got** cold in December and January. In fact, the first two years, we **had** a freeze which killed all of my outdoor plants. As a result, I **decided** not to try to grow anything else. Now, however, it **stays** pretty warm all winter. In fact, just the other day I **wore/was wearing** shorts and a T-shirt. The sun **was shining** and I felt as if it were summer! I can't resist calling my family and friends back home to brag about the good weather here.
- 3) Last week my brother-in-law **took** me to the desert about 45 minutes away and we **stayed** there a couple of days. One of the reasons why we went there **was** to shoot rifles just for fun. He **set** up some cans and

bottles for targets and shot at them. He also **let** me shoot his rifle. It **was** the first time I **shot** a gun and I **felt** very scared. Even though I can see how much he **enjoys** target practice, I **think** gun ownership should be limited.

*Exercise 3*

SELF CHECK

Please check your own work using the information that has been discussed in unit 1. You may also like to check with your peers or your tutor.

*Exercise 4*

SELF CHECK

Please check your own work using the information that has been discussed in unit 3. You may also like to check with your peers or your tutor.

*Exercise 5*

SELF CHECK

Please check your own work using the information that has been discussed in unit 3. You may also like to check with your peers or your tutor.

*Exercise 6*

SELF CHECK

Please check your own work using the information that has been discussed in unit 3. You may also like to check with your peers or your tutor.

## Key to Formative Tests

### *Formative Test 1*

#### SELF CHECK

Please check your own work using the information that has been discussed in unit 1. You may also like to check with your peers or your tutor.

### *Formative Test 2*

- 1) Woman Toilet (Adjective + Noun).
- 2) Please drive slowly (a verb cannot take *-ly* ending. Adverb with *-ly* ending can be attached to adjectives. In a phrase, a verb can be followed by adverb, hence: drive slowly).
- 3) a) Please take off your shoes before entering the hall. (Preposition followed by noun).  
b) Please switch off your phone or change into silent mode. (Parallelism).
- 4) Dear guests,

We are now start cleaning the outside part of the hotel wall as a part of building painting process. The workers will be hanging from the top of the hotel down to the ground. They also have to clean outside your balcony. This may cause inconvenience during your stay. The hotel management would like to apologize for the inconvenience. Thank you for your kind understanding.

The hotel management.

(This sign can be corrected in a variety of ways, hence the description can be different. The main point that should be corrected is in the first, second, and third sentences of the sign.)

### *Formative Test 3*

#### SELF CHECK

Please check your own work using the information that has been discussed in unit 3. You may also like to check with your peers or your tutor.

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