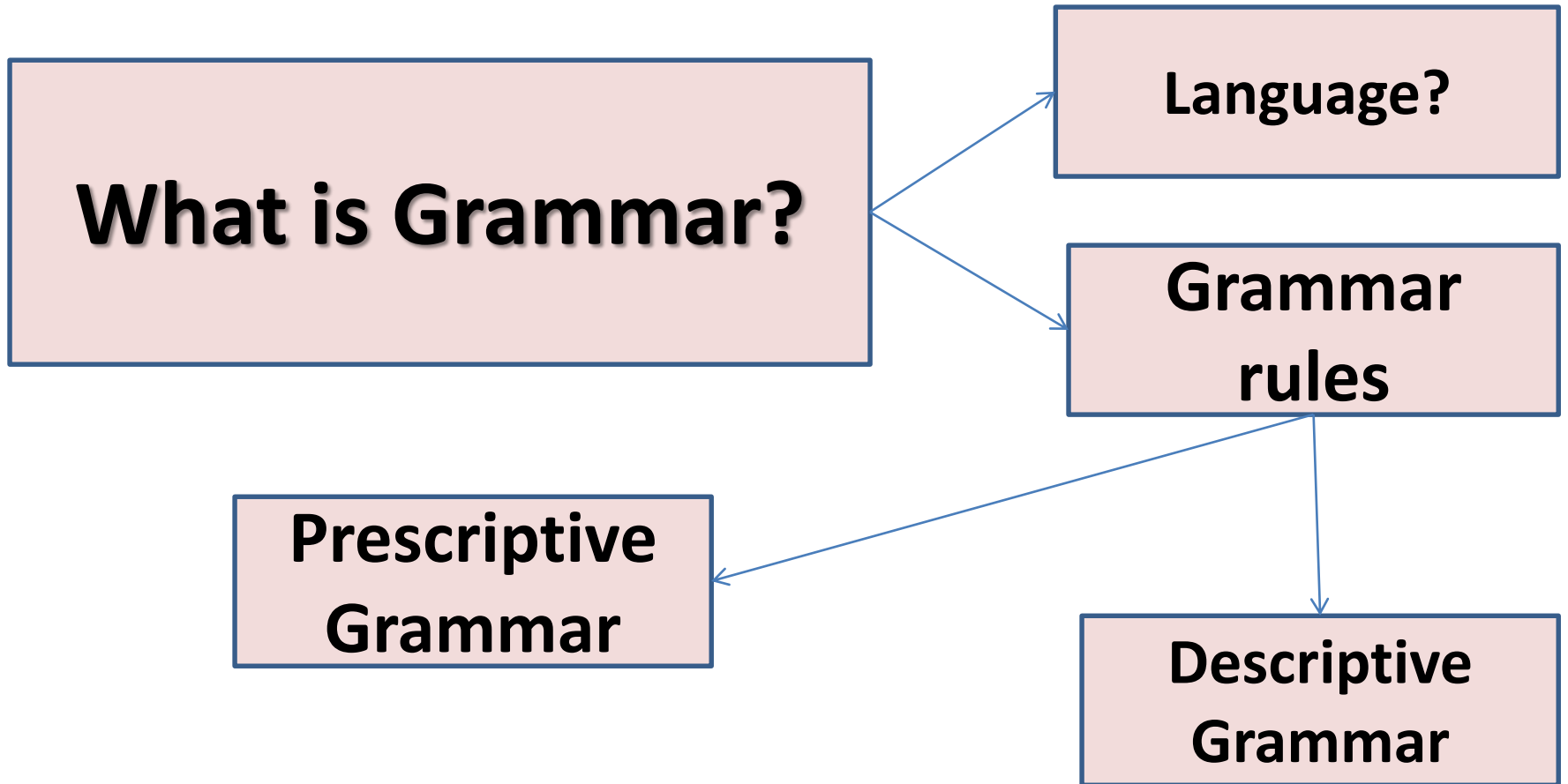


Applied Linguistics

Grammar

Introduction



In Applied Linguistics

**Pedagogical
Grammar**



Focuses on the ability of students in producing an using correct and meaningful grammatical structures

When we describe grammar we have to consider three issues

I- Selection of which rule to describe

- **Grammar state rules in terms of general grammar. Yet it must include variant and invariant rules.**

(some descriptive grammars may include only standard varieties as spoken and written grammars on formal occasions. Others focus on standard and include non-standard , or infomal variants.

Pedagogical grammars focus on standard formal patterns and include a number of alternatives with explanation of the situation . **Hence any selection is made according to the intended audience.**

II- Form and Function

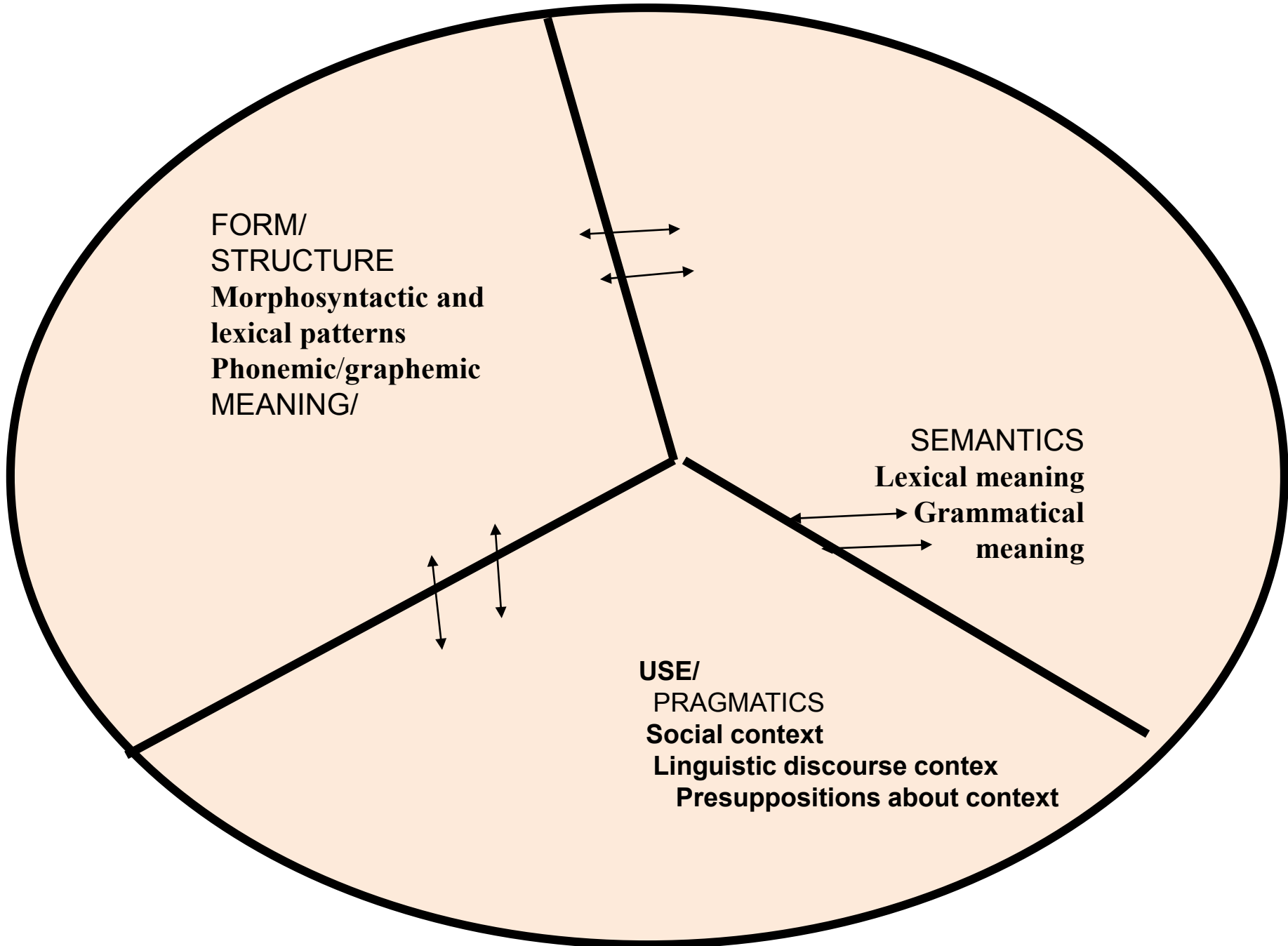
A- Generative Grammar focuses on the rule governed behaviour / grammatical structure leaving behind the use of language.

(grammatical competence)

B- Not only grammatical competence but also the ability to use language in appropriate contexts.

C- Modern pedagogical grammars focuses on approaches that consider both form and function :

**(cognitive grammar and construction grammar) .
Grammar is not a collection of forms but it involves form , meaning and use**



III. Type Vs. Token

- When describing a language occasionally, it is very difficult to count for the results we may find out. The question that rises ; *should we consider types or token (i.e) linguistic elements in the abstract or their token that occur in the context?*

IV. Discourse Grammar

- Corpus studies led to the interest of the analysis of the functional scales of the grammatical rules; known as discourse grammar.
- (*speakers and writers tend to make choices when using grammatical rules depending on how they want to represent the context and how they wish to position themselves in that context*).

V. Spoken & Written Grammar

Distinctions between these two types is very crucial to the point that written grammar descriptions can omit all our everyday informal grammar and usage . **Those descriptions are very useful for pedagogical puposes.**

Limitations of grammar description

There are certain limitations to descriptions of grammar because grammar overlaps other parts of language system.

A- *The interdependence of grammar and lexis*

(it is difficult to isolate grammar and lexis into separate categories. Lexis conditions grammar regularity and acceptability).

B- *lexicogrammar : (defining boundaries)*

(prefabricated chunks; native speakers tend to use some expressions that are formulaic in nature and act as single lexical units . They are seen as multi- word lexical phenomena that exist between the traditional parts of lexicon and syntax. In a learning situation these phrases are to be firstly learnt as chunks and then analysed as particular grammatical patterns).

Learning Grammar

Habit Formation/ behaviourism

Rule formation / active learning : observation , hypothesis, testing ,revising, __ errors and feedback--

Communication approach grammar : learning grammar subconsciously (UG) rejected

Interlanguage use of intermediate forms then conforming them to accurate T language -- overgeneralization--

Emergentism : learners' interlanguage: structure emerges from repeated encountered as appropriate use

