A statement of what English grammar means, and how it is taught, and how it could be taught, throughout the four years of the 'licenciatura' course

SECTION I. A DISCUSSION OF GRAMMAR AND ITS RELATIONSHIPS TO COMMUNICATION, DISCOURSE, MEANING, LEARNING, AND THE PRACTICE OF THE FOUR LANGUAGE SKILLS.

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There is no such thing as Grammar in isolation. It must be placed within a meaningful context. When we refer to grammar we are not just referring to grammatical form, to whether a verb has a third person singular ending or whether it is past tense or present tense. Form in any case is something much more complex than a matter of verb tenses, or putting the correct preposition in the correct gap, or talking about Present Perfect Aspect and endeavouring to teach it to students. The Present Perfect, commonly called, has various uses and is used for various communicative purposes. If we say to someone, "Bill, the taxi's just arrived," we are using Present Perfect Aspect, but we are using it to communicate a piece of information, and also to make an implication. We are communicating to Bill that literally a few seconds ago a vehicle which he (or someone else known to him) had ordered pulled up at his doorstep in order to take him to a destination to which he wishes to go. The further probable implication, however, is that perhaps we think Bill ought to be quick and get in it in order not to waste time and money.

"The taxi's here!" would be an expression more nearly incorporating the gist of what we want to say. I call this 'use' of the Present Perfect 'Resultative Time', in the sense that it is the present result of the taxi's arriving that most concerns both speaker and listener. By the same token, "I've lost my slippers" has little to do with the fact that the slippers were mislaid at a recent unknown period. What the 'Actor' is doing is asking

whether anyone has seen them or knows where they are because he or she urgently needs them. He/she is also probably expressing irritation at the stupidity of his/her having lost them and surprise that they have completely disappeared. To the 'Actor', the active participant, it is finding the slippers in the near future that is all important.

In instancing the above examples an attempt is being made to show that grammar relates to communication and meaning, or semantics, in essential ways. Recent twentieth century history of language teaching has passed through several important phases, from Grammar/translation, to audioloinguistic approaches emphasising drilling and practising grammar totally out of context, akin to Behaviouristic theories based on Skinner, to Direct Method Teaching, and thence throughout the late seventies and the eighties to a debunking of grammar teaching, influenced partly by Chomsky and by Krashen's theories (referred to below) of Language Acquisition being the only sure way by which students 'learn' a foreign language. An over-emphasis on Communicative Teaching without Grammar has led to a swing of the pendulum back to the importance of Grammar teaching, but by means of 'integrative' approaches, whereby Grammar is not taught in isolation, but in relation to the Four Skills and within the context of spoken or written discourse. (Stern's overview of the recent history of language teaching theories and method is worth reading — Stern 1983: 452-476).

It is very important to make one's students fully aware that grammar, function and semantics are inextricably bound up with one another, but even nowadays experienced and enlightened TEFL teachers find it very difficult to teach 'Communicative Grammar' in a way which relates the Grammar to any communicative purpose, still less in a way which affords them, the teachers, concrete evidence or proof that their students are actually learning grammar *use*, rather than merely grammatical *usage*. That is to say, there is little evidence that students can employ or are employing the grammar they have recently learnt and practised in meaningful communicative situations and contexts, even if they have no difficulty, when tested, in filling in gaps in passages with appropriate grammar words or doing sentence transformations with comparative ease.

The fact that teachers are often to blame for an over-emphasis on form — on Grammar as 'Product' rather than 'Process' (Batstone 1994:5) — may be illustrated by the following: two years ago I gave oral tests to a group of English III and English II students, and was struck by a very simple and obvious thought; there are grammar errors that do not impede communicative competence in any way (the so-called local errors), and there are those that do (global errors). When, on the assessment sheet, the assessor writes down a string of noted grammatical errors, it seems pointless penalising merely on the basis of the number of errors noted. Assessment of grammatical competence should be based at least partly on the extent to which the noted errors *do* impede the ability to express oneself in a communicative, mature, self-confident and interesting manner. It is often argued that students whose intention is to go on to be secondary school teachers of English do need to have a sound structural basis in order to be able to provide models of usage and correction sevices to their own pupils. That may be true, but a) I do not believe we can assess orals in a different way for the different 'ramos', and b) the tenet still holds true that accuracy is *not* the 'be all and end all' in a language learning programme, and that it has to be learnt and taught within meaningful and useful contexts. If not, how do we teach it? Do we spend whole lessons drilling accurate de-contextualised structures? That would take us back to Behaviourism and Skinner's Rats.

Thus far I have been briefly discussing Grammar and its relationship to communication and meaning. A further point to make in relation to Grammar and meaning, or semantics, is that grammatical forms or 'surface structures' (not used here in the Chomskyan sense), very seldom relate clearly to one underlying meaning. In other words, grammatical forms may signify many varieties of meaning depending on the context they are placed in. This point serves to underline what was discussed above in relation to Present Perfect aspect. McEldowney (1982:6) gives a typical example of three instances, in different contexts, of BE (stem) + 'ing', commonly called the Present Continuous aspect, and in each of the three contexts the verb aspect conveys a different meaning or time reference — 1) at a point in time (now); 2) over a period of time (every day), and 3) planned for the future (next

week). There are thus many different uses of the Present Continuous, but in some school and language school textbooks the 'now' sense of this aspect is the one which is *mainly* taught. Similarly, 'WILL' + stem (Future Simple in conventional terminology) is often taught as the Future Tense, when there is no such tense in English. This leads to students, even at an advanced level, overusing this aspect whenever they are referring to a future event, (instead of BE(stem) + 'ing', for example), and failing to deploy it for its many other functions, e.g. to refer to strong intentions, promises, spontaneous decisions made at a point in time (e.g. "I'll do it immediately"), offers, suggestions, requests, invitations and predictions. There are also other uses not to be neglected, e.g. in conditionals, or when the speaker wishes to stress an annoying "negative" trait that someone possesses -e.g. "She *will* go on and on fussing about trifles."

This leads to a brief discussion of Grammar and Discourse. It is better to teach Grammar in Context - indeed perhaps it is essential to do so - so that students always have a fixed reference point, and at least a semi-realistic situation in which to place and on which to hang their use of grammatical forms being taught. More will be said later about the use of model texts, of sophisticated input, and suchlike, but suffice it to say here that there is something in the theory that it is better for students to "induce" grammatical functions and meanings for themselves by noticing, identifying and inserting, as an alternative to having them presented as a list of taught points;- (Induction as against Deduction; top down as opposed to bottom up- this is the dilemma). For these reasons I use the verb 'teach'//'taught' with some caution, both above and throughout this essay. It can also be argued that the whole point of "Teaching" Grammar is that in the end it will lead to improvement of one's power to manipulate discourse, both spoken and written, first by understanding how Grammar causes Discourse to 'hang together', and secondly by practising it in meaningful contexts. Thus, I would argue, there is an *essential* link between Grammar and Discourse.

In the above paragraph we referred to presenting the students with "sophisticated" texts - model texts, reading comprehension texts. This is to enable them a) to peruse good

model English with correct grammatical formations, b) to induce which grammatical forms are being used and what their functions are, and c) to re-use those forms in building up a similar text of their own, but with different content and material. There is no reason why four different types of questions cannot be asked of these texts, especially for the more advanced students; questions of understanding, of (author's) purpose, of style, and of grammar. More elementary students can be asked simple questions of a) understanding and b) grammar only. This involves far more of a top down approach. The text is not then merely being used "artificially" as purely a grammar-teaching device, but much more according to "consciousness-raising" techniques, whereby a task-based approach leads the student indirectly, as it were, to spot and extract relevant grammar structures, perceive why they are being used by the author of the text, then to build up an alternative "output" text using these constructs, but having in the meantime come to understand their function *in this context.* Rutherford states:- (Rutherford 1987:61) "Although we are still a long way from truly understanding the language-acquisition process, it is perhaps not unreasonable to speculate that the ultimately most desirable means for raising consciousness will come as close as possible to replicating in some general sense the nature of acquisition itself." He goes on..... "We know of no evidence to support the notion, for example, that grammatical constructs are 'learned' as one would learn (i.e. commit to memory) a collection of facts in some academic discipline like history, law, or mathematics." After the initial reading for understanding, and induction of grammar points, there could follow an explanation and discussion period, perhaps consisting of the listing of discrete points relating to usage, followed by some oral and maybe written practice, after which we would arrive at the (core) output phase, during which students would produce their own texts based on the model they had studied. The more elementary the students are, the more basic their core texts will be, with shorter, simpler sentences, fewer cohesive devices, less sophisticated lexis, etc. Conversely, the more advanced the student, the more closely will his/her produced text approximate to that of the original, although of course the ultimate goal will not merely be to reproduce the original, but to compose and create a (parallel) text of one's own making.

Above, I refer to "the listing of discrete points of usage." At some stage in the "Teaching of Grammar", at whatever level, I believe that in addition to induction, there are instances in which students need to hear the teacher listing and underlining the "rules", although this does not have to be done so rigidly that it does not invite discussion, e.g. of alternative explanations, and each point made must be based on good reasoning, with references to context, and backed up by practical examples from actual "Use"- (cf. Chalker S. in Bygate 1994:31).

I do not believe that there is a mutually exclusive contradiction between Grammar as Form and Grammar as Function, Grammar as Product and Grammar as Process. It is worth bearing in mind Batstone's description of the view of Grammar from 30,000 feet, that from 10,000 feet, and that at ground level:- (Batstone R. 1994:8). Indeed, a perfectly feasible method of teaching Grammar would be to present students with a list of idealized rules, (e.g. for when to use the Passive (BE + stem + ed), to have a general discussion about this, and *then* to present students with a sophisticated (input) text, which would bring the Grammar discussion down to 10,000 feet and lower. Alternatively one could start with the input text and follow it with the student *induction* phase, and then take the plane up to 30,000 feet and ask students which of the "rules" (if any) the grammar constructs of the text are adhering to; [See Appendix 6 for list of idealized rules based on "A Student's Grammar of the English Language"; (Greenbaum S. & Quirk R. 1990: 45-46).] Rutherford (1987:25) (quoting Spada (1986)) states: "Learners require opportunities for both form-focused and function-focused practice in the development of particular skill areas, and if one or the other is lacking they do not appear to benefit as much." Rutherford continues: "several psychologists.... write that 'a blending of the two modes of learning [explicit and implicit], interference effects included, is still preferable to the use of only one or the other.'"

However, it will be seen from an exegesis of a lesson actually given to students, (set out below), that my belief is that *merely* to explain the use of grammatical points, then to set exercises consisting of separate sentences unrelated to each other or to any overall context, is largely a fruitless task which will not

necessarily lead to the student's assimilating anything, still less producing it orally or in writing later. For this reason I *do* try to 'teach Grammar in Context', and whenever I set tests or exams, I invariably place whatever Grammatical point is being tested in the context of a passage related to themes currently forming part of the curriculum. My English III colleagues do likewise. (The same applies to tests of vocabulary, where lexical items or chunks are placed within the context of a passage.)

One final comment worth making in relation to Grammar and Discourse is that, of course, there is spoken as well as written discourse, and when we refer to "Discourse Skills" (perhaps too widely a used term currently), we have to make it crystal clear whether we are referring to spoken or written skills, because the grammar of spoken discourse is very different from that of written (cf. Biber, Conrad, Leech 2002). It seems that, even after many years of learning, students are not sufficiently aware of this considerable difference (through no fault of their own but of their teachers'), which leads to an enormous concern with Accuracy all the time at the expense of Fluency, especially when they are speaking, (because they are always pausing to search for the correct grammatical formulation, forgetting that many native speakers do not speak 'accurately' i.e. using standard English.) Native speakers, as studies show, *do* make frequent pauses in their speech, but because they are either thinking of what to say or what they have said, and such pauses are filled by repetition, or by phatic fillers such as "er", "you know", "mmm", "erm", "d'you know what I mean?", "I guess" etc. Foreign learners speaking in L2 make pauses usually for other reasons, however, such as those I have made mention of above, and they do not fill these pauses with natural native fillers such as those listed. Students often still feel that they should speak as they write, and teachers wrongly encourage this by over-concentrating on grammatical errors, for example in oral exams, and writing down a list of every inaccurate expression the candidate uses, usually in the candidate's presence, which further adds to the feeling of inadequacy and incompetence the candidate already feels, and adds to the cycle of hesitations and pauses. It is a 'vicious circle'.

We now arrive at a brief reference to Grammar and Learning.

Reference has been made to 'Inducing' rather than 'Deducing'. In some ways this pedagogical approach is a spin-off from the great controversy surrounding Krashen's ideas (e.g. Krashen 1981) of Language Acquisition as opposed to Language Learning. Few nowadays would go so far as Krashen in implying or stating that there is no point in teaching, deducing or learning Grammar directly, for the research studies on which much of Krashen's thinking was based, purportedly showing the 'natural' order in which native speakers and language learners pick up or assimilate structures, were restricted to a few discrete items including `s` morpheme endings, etc. Most would now agree that the basis for the conclusions didn't match, i.e. the basis was far too restricted and limited in scope to lead to such wide-ranging and definitive conclusions.

"(there are)....many individual approaches to parts of the grammars of foreign languages. These approaches also give evidence of a much wider grammatical awareness in the minds of language pedagogues than the short list of morphemes by Krashen might suggest....." "It is almost unbelievable that a whole theory of language acquisition vs. learning and a theory rejecting formal grammar teaching has been built on such a small range of data from the complex structural networks of a language." (Dirven R. 1990:10)

There *is* evidence, (Celce-Murcia M. 1991:462), to show that learning *does* bear fruit:- "Existing research, while not conclusive, strongly suggests that some focus on form may well be necessary for many learners to achieve accuracy as well as fluency in their acquisition of a second or foreign language......." "Indeed...... there is no actual empirical evidence that proves "communicative" language classrooms - especially those that preclude any learner focus on form - produce better language learners than do more traditional classrooms...." "There is equally appealing and convincing anecdotal evidence..... that a grammarless approach..... can lead to the development of a broken, ungrammatical, pidginized form of the target language beyond which students rarely progress."

However, Krashen's views have certainly influenced EFL thinking concerning Language Learning Theories, just as

Chomsky's did before him. What can be said with conviction is that students not only learn - they assimilate. Moreover, learning and assimilation take time - this fact is indeed embodied in the meaning of the word "assimilate". The obvious conclusion is that it is no use 'teaching' students a structure, whether in context, or context-free, and expecting them to produce that structure perfectly by the end of the lesson or soon after. Even if students *do* manage to re-produce a structure in appropriate form using the correct function by the end of a lesson, they will more than likely not be able to do so 24 hours later. This does not mean the learning experience was fruitless and the structure forgotten. Rather, it probably means that such learning needs time to infiltrate the brain and merge with past and future language and real world experience situations, that it requires time to be experimented with and practised (by the student), and that in the interim it may well be re-produced imperfectly or inaccurately. Again, this does not mean that the student has been badly taught or has inadequately learnt the structure. To take an example from real life, I often, especially nowadays, have to be told something or have it demonstrated more than once before I can flawlessly reproduce an activity. Thereafter I might have the skill sufficiently implanted in my long-term memory. So it is with Language Teaching and Learning, I am inclined to believe. Teaching matter has to be constantly re-cycled and taught or presented again, in different ways, at different times, until it becomes endemic in the student.

McEldowney's approach to Grammar is interesting and refreshing. I have experimented with ways of teaching Grammar through Discourse i.e. giving a series of written texts, including poems, (for many poems *do* lend themselves to discussion of grammatical devices used in order to communicate effect or meaning (e.g. "Night Mail" by W.H. Auden), and then asking a series of questions in order to get students to deduce (or "induce") what grammatical forms are being used and why. (See English III 'Texto 1' pp 44-50).

However, for more advanced students I do feel that the `school or university textbook inductive approach` of McEldowney is rather constricting, if not supported by other methods. It is

difficult for Grammar to "come alive" amongst the kinds of texts and topics that she prefers to use. Even for more advanced students, "Dances with bees", ('English in Context'), (McEldowney 1982a:68), or sequenced description of manufacturing processes, can hardly be said to be subject matter to stimulate natural communication, especially by means of Speaking Skills, and her belief, much as I see the validity of it, that 'Stem + s' should be taught before 'Stem' to beginners is a theory I have difficulty in reconciling with teaching grammar to EFL beginners who wish and need to communicate with their peers by talking about themselves and their needs using the first person singular.

Enough will have been said above to show that Grammar is not a component of language that can or should be taught in isolation. It is the fundamental line on which everything else hangs, lexis, coherent discourse, comprehension of the four skills, etc. While formulation of exactly the right tense or inflectional ending etc. is not by any means always essential to understanding, (McEldowney, Distance Module Unit 6 MD339), the competent ability to do so is what makes the difference between getting on in life and not being able to, in terms of *both* the productive language skills. Discussing how best to teach Grammar in relation to the other vital areas of language is what we will turn to in the next subsection.

SECTION 2. A REASONED APPROACH TO TEACHING GRAMMAR?

An approach to Grammar could take several forms. A survey of Grammar books and a discussion with teachers and teacher trainers shows that in reality there is no one successful approach, although some approaches and methodologies are clearly more successful than others. Batstone (Batstone 1994: 118) states: ".......no single or narrow conception of grammar will do. Learners themselves have a multiplicity of needs: they require some sense of the regularity in the language system, they need some understanding of the relationship between forms and functions, and they need an ability to act on this knowledge in language use...........Ultimately, the teaching of grammar (like the beast itself) is multi-dimensional. In order to put these different

approaches into practice, we have to detach ourselves from any one perspective on grammar, and therefore from any one inflexible teaching method."

We also have to consider the *type* of grammar being taught, whether it is the type that appears in most school or language school textbooks, so-called "pedagogic grammar" - in which there is a concentration primarily on 'Tense' and 'Aspect', and in which even if an attempt is made to teach Grammar functionally one cannot escape from fairly rigid labelling: e.g. 'The Present Perfect', 'The Past Simple Tense', 'The Present Continuous', etc., e.g. (Murphy R. 1985:4) "Unit 2 Present Simple (I do)."

At university level, the level we are most concerned with here, the Grammar syllabus should I believe be more "Descriptive Grammar" based, with an emphasis on e.g. "Sentence types and Discourse functions", "Nominalisation", "The Semantics of the Verb Phrase", "The Complex Sentence", etc. (Greenbaum and Quirk 1990: *Contents page*), but the labelling, though different, remains. It seems impossible to get away from labels and categorisations which 'compartmentalise' grammar components into a straitjacket. However, in Unit 6 of her Distance Module, McEldowney states:- (McEldowney 1993:45) - "........it seems simpler and more consistent to completely neutralise the labelling system to finite stem, stem +s and stem +ed and non-finite stem, stem +ing and stem +ed. In this way, any preconceptions from previous knowledge of traditional labels and any misleading ideas brought about by more use-sounding labels like 'past' or 'present' are deliberately minimised for teacher and learner. This seems a better basis from which to ensure that what goes into the classroom is less likely to become concerned primarily with knowledge of how the language works. It seems a sounder starting point for the primary purpose of learning to use the language effectively and with minimum effort." In my teaching I *do* use these categories alongside more `traditional` ones, which I cannot get away from as they are there for all to see in the Grammar book which is currently being used. McEldowney goes on:- (1993:46) "....our description has, therefore, used the techniques and insights of modern grammarians but has neutralised the labelling system so that there is less chance that learning

materials will reflect a concern with terminology and so restrict any tendency to learn *about* the language to the detriment of learning to *use* the language effectively."

Nevertheless, whilst bearing this in mind, and whilst taking cognisance of Communicative Grammar , of the Process Approach and indeed of everything that has been discussed in Section I, the following points should be borne in mind:-

a) Students require and want discrete explanations. They are conditioned to this, through their past learning experiences, in some countries more than others - and as stated above, need a sound grammar base in order to explain the forms and functions of grammar to *their* students when they eventually become teachers. From the point of view of university teaching, what is the harm in, to some extent at least, learning *about* the language?

b) They require the security of knowing what grammatical components are and how they 'fit together' to make sense of the jigsaw puzzle of language.

c) They feel 'let down' if the teacher is unwilling to or does not appear able to explain grammatical forms and functions in a succinct, concise way that leaves little doubt as to the form and the meaning(s) it communicates.

d) To change or vary long-held and cherished approaches is almost to 'fly in the face of reason', therefore, as firstly, anyone adopting a 'different' approach within e.g. the Portuguese School System would be considered a 'renegade', ignoring the established and laid-down school syllabus, and secondly, if university teaching were to concentrate on or emphasize such a different approach, one has to ask how that would filter down to schools and up to the Ministry of Education. It might of course have its influence, so I am by no means totally averse to trying.

A reasoned approach to teaching Grammar must surely take all the above factors into account. That is *not* to say that one

cannot begin to institute modifications and changes, and see if they permeate the walls of history and tradition. The above do not constitute justifications per se for *not* attempting to ring the changes in valid ways. There are many aspects of the McEldowney/Burgess approach that seem reasonable, though it may never have been widely adopted because of some of the points listed above.

Though in each of our four years we have a definitive syllabus, my colleagues and I are always asking what we are about and how we should be teaching. This is surely a healthy approach. As we are dealing with university students we should surely be teaching them to "think", to view grammar teaching and learning from different perspectives and to see that there are different approaches - the Pedagogic, the Descriptive, the Communicative, et alia. A combination of several methods seems to be a workable option. There is a time for Grammar learning through Discourse and Induction, there is a time for discrete item explanation and exercises.

One of the problems is that at this (university) level students might be expected to have mastered or have sufficient control of syntax, of structures, of functions, and have a command of tense and aspect usage that enables their competence to match their performance. This is usually by no means the case, and one finds that basic grammar problems pervade their speaking and writing. Often the one is reflected in the other. It is rare to find someone with masterly command of the speaking skill and poor control of written forms - though this *can* happen. Either the students concerned are not linguistically capable, or the teaching at school has been inadequate, or the methods used have been impracticable, or the syllabus unhelpful to learning. It may be a combination of some or all of these four. One logical corollary would be to conclude that the approach to Grammar *does* need changing, and it is with this in mind that an attempt is being made to set out a reasoned approach here. In any case, I myself have found that recent study and teaching of the type of 'Descriptive Grammar' to be found in e.g. "A Student's Grammar of the English Language" (Greenbaum & Quirk 1990) has helped me to gain a more incisive focus, a sharper appreciation of how discourse
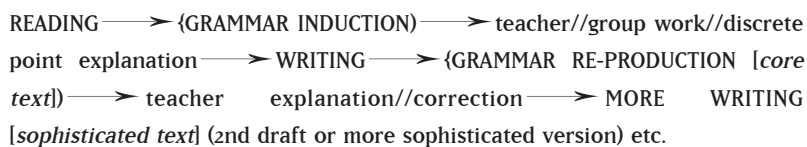
coheres and how a knowledge of such grammar can be deployed to manipulate and modify style.

A reasoned approach, therefore, to my mind and in my experience, would comprise *in part* the type of approach that has now been partially adopted within our department. We have passed from slavishly following a language-school based coursebook, (Jones L. "Progress to Proficiency" 1993), teaching whatever grammar was contained in the units we happened to be covering, to an approach which, while still being admittedly goal-oriented and largely "bottom-up", attempts to take students beyond the rigid and narrow confines of traditional text-book-based grammars and to enable and train them to see that grammar is essential for the understanding of and building up of discourse. The aim is also to make them think for themselves - to realise that no one grammar is prescriptive, and that Grammar is only a combination of various grammarians' attempts to give a rational explanation for how living, breathing, constantly changing Language is composed and fits together. The intention is to take students from identification of terms and understanding of basic concepts, from morpheme and word level in Year 1, plus word groups and sentence elements, through longer stretches of discourse, the Simple and Complex Sentence, Cohesion, etc., to Text and Discourse Grammar in Year 4. This may be a tall order, but to me it makes good sense, and much as I understand the reasoning behind it, I do not see that the alternative of teaching Grammar as "Process" rather than as "Goal", of getting students to "induce" Grammar, or of collating students' work and noting the mistakes the majority make and working to correct those, can be sufficient *in itself* to enable university students to build up a framework which will enable them to see how grammar `hangs together` and can be used as a sound tool for correcting students' work. In order to be able to "use" grammar, or to employ Grammar in Use, students, I suggest, need to be able to understand it and its applications. It is true that we can drive a car very effectively without being able to or needing to appreciate the intimate technical workings of the combustion engine and how all the other parts connect to it, but should that car break down in the middle of nowhere and the Automobile Club not be to hand, we will be stranded completely unless we have the skill

and tools to set it in motion again. Moreover, many of our students are not just intending language speakers and users, they hope to be language technicians, either teachers at higher secondary school level or translators of one sort or another. They need to be able to do more than just use English effectively themselves.
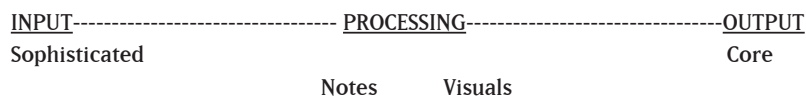
In short, a reasoned approach combines a goal-oriented, bottom-up, deductive, discrete point grammar component with a more inductive, text-based, process-orientated approach to that part of the syllabus. Even in the first case, (i.e. goal orientation), the aim is to satisfy student wants and needs, because this is what many are used to and prefer. In his chapter on "Consciousness-raising", Rutherford states:- (Rutherford W.E. 1987:25) "Finally, we need to note as well the possible benefits upon learning to be derived from meeting the learners' *preference* for some attention to language form (Wesche 1979; Newmark 1973; Krashen 1982)" The second case, process orientation and discovery of Grammar through text study, is *equally* important, and students who are not used to this approach can be led to appreciate it and realise its validity as a learning tool. *BOTH* aspects - goal-orientated and process-orientated, should be leading towards Discourse Grammar, especially at university level - a full understanding of how Grammar relates to Text and longer stretches of discourse - and an ability to improve one's own command of discourse and to teach it effectively to others. That is asking a lot, but should nevertheless be the goal and aim. And it has to be stressed that as Grammar in Discourse relates so closely to Writing Skills, (and indeed to Reading Skills), the three ideally should be combined, in the form of:-

Fig.1

READING ⟶ {GRAMMAR INDUCTION) ⟶ teacher//group work//discrete point explanation ⟶ WRITING ⟶ {GRAMMAR RE-PRODUCTION [*core text*]) ⟶ teacher explanation//correction ⟶ MORE WRITING [*sophisticated text*] (2nd draft or more sophisticated version) etc.

This is not unlike:-

Fig. 2

INPUT--------------------------------- PROCESSING-------------------------------OUTPUT
Sophisticated   Core
                               Notes   Visuals
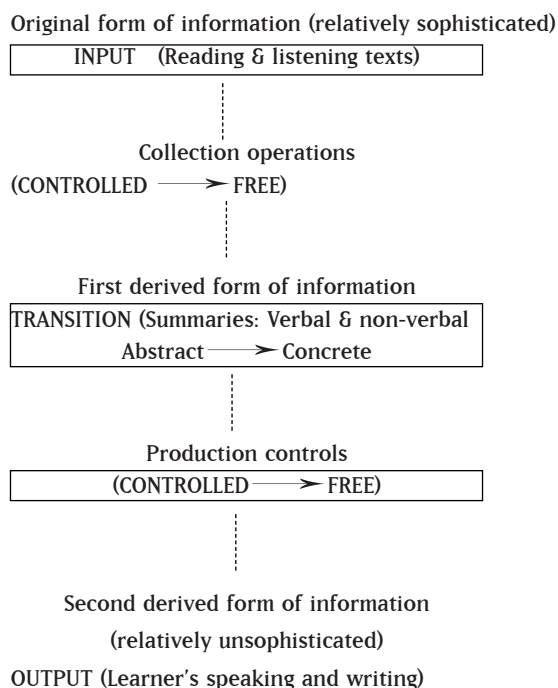
(Suggested by Burgess J. (summer 1997))

The above is very similar to the diagram under "A model for a unit of learning" set out in McEldowney 1982a: introduction 11. See below.

Fig.3

Original form of information (relatively sophisticated)

INPUT   (Reading & listening texts)

Collection operations
(CONTROLLED ⟶ FREE)

First derived form of information

TRANSITION (Summaries: Verbal & non-verbal
Abstract ⟶ Concrete

Production controls

(CONTROLLED ⟶ FREE)

Second derived form of information
(relatively unsophisticated)
OUTPUT (Learner's speaking and writing)

Although various colleagues have suggested from time to time the need for a "Grammar Syllabus" i.e. an emphasis on Grammar as the main component of a syllabus, with other areas being subservient to that, this is something I am very much against, believing as I do that Grammar should be an important component but incorporated in a comprehensive curriculum that does full justice to skills teaching. Our current curriculum centres on a theme-based syllabus, and though this is only one type

amongst many that could be adopted, I find that adopting and adhering to two or three themes each year helps to "hang" all the other work together and on to something, and assists students and teacher in keeping everything in focus. I will go on to attempt to show that a theme-based syllabus lends itself ideally to the Discourse Grammar approach expounded by McEldowney/ Burgess, and that the Grammar Syllabus we have devised thus far is only the second stage along a 3-stage continuum which the Burgess/McEldowney approach will culminate and complete. Here a quote from the introduction to McEldowney's "English in Context" Teacher's Book would not be amiss;-(McEldowney 1982a: intro/11). Referring to three examples of the use of Present Continuous (BE +stem +ing) in different contexts, she states:- "the context........more often than not, is not overtly marked by cues like "now" and "every day". These cues are, in fact, descriptive summaries of behaviour rather than instruments of actual use. Assuming that language learning involves the mastery of its use in typical ways rather than the ability to describe it, it would appear that each grammar item should be observed and produced by the learner in typical contexts of use rather than in isolated sentences tied to descriptive cues."

SECTION 3. A DESCRIPTION AND EVALUATION OF THE PRESENT APPROACH TO THE TEACHING OF GRAMMAR IN THE ENGLISH LANGUAGE SECTION AT FLUP, WITH REFERENCE TO THE APPROACH AND UNDERLYING THEORIES DISCUSSED ABOVE.

The materials currently used in Year 3 have mainly been devised by myself and my immediate colleagues, and put together into "textos", two of which are based on two of our main themes for this academic year, "Urban and Rural Life" and "Law and Order". A third 'texto' is a Vocabulary 'texto', while a fourth is a grammar 'texto'. A fifth 'texto', also related to Grammar, will be handed out in the second semester.

The grammar 'textos' are primarily based on models either in 'A Student's Grammar of the English Language' (Greenbaum & Quirk), or 'Rediscover Grammar' (Crystal). These supplement an Online Grammar course, principally planned and organised by Jonathan Lewis and until last year executed by Gaedist at the

'Reitoria'. Students are required to follow and complete all the modules of this course by means of the computer, and the grammar 'textos' give extra explanations and guidelines, as well as additional exercises and practice tests. The year's grammar tests, both for 'Contínua' and 'Periódica' students, adhere to the ground covered in the online course. The Noun Phrase (and its constituent parts) is taught in the first semester, and Nominal Clauses and Adverbials (including Adverbial Clauses of various types) in the second semester. These fall under the heading of THE COMPLEX SENTENCE (see below).

As far as a *vertical* link between the four years of English teaching is concerned, the aim is to teach a general background to Descriptive Grammar in Year 1, as well as revising points of pedagogical grammar taught at school. Teachers and students are using "How English Works" (Swan & Walter 1997). They are also using a Writing Skills book "Write to be Read" (Smalzer 1996), which in each chapter has a "language conventions" section covering grammatical areas needed to improve on writing skills. Year 2, Year 3 and Year 4, which I also teach, use "A Student's Grammar of the English Language" (Greenbaum & Quirk 1990). Year 2 bases Grammar teaching and learning on "The Simple Sentence", Year 3 on "The Complex Sentence", while Year 4 extends this to Discourse and Text Grammar. In reality there is a lot of overlap. For example, one cannot deal with the Complex Sentence without stretching its use to more extended discourse, to paragraphs and the like, and in dealing with "the Simple Sentence" Year 2 students are obviously not limiting their speaking and writing skills to that, but are writing much more complex sentences in their essays and other forms of written discourse. The divisions are, nevertheless, an attempt to establish a logical and coherent framework.

Fig.4

Yr 1	Yr 2	Yr 3	Yr 4
Terminology: Grammar at word&phrase level	The Simple Sentence	The Complex Sentence Grammar	Text and Discourse

The above is a crude and simplified chart outlining our attempts to show that there is some progression, at least in

theory, from one year to the next, and as Grammar learning has to be cyclical, in the sense that one does not just 'learn' and then retain without further reminding, revision, repetition and re-inforcement, overlapping or re-cycling is essential. However, there is always work to be done to extend and improve on our current curriculum.

To highlight two points a) that more work could be done to streamline our syllabus; and b) that different grammarians interpret things in different ways, I should just like to mention just one discrepancy by way of example. "Write to be Read" (Smalzer 1996 pp.20&21) discusses clauses, phrases and sentences. According to him, "A clause contains a subject and a complete verb that has tense". In other words, to Smalzer, only *finite* clauses are really clauses. So, for example, "to explain differences in siblings" (p.21) is termed 'an infinitive phrase'. This is totally contradicted by Greenbaum, Quirk, and many other modern grammarians, for whom the above example would be a *non-finite* clause. (See Greenbaum & Quirk pp 285 & 286; pp 310ff). Thus, to teach students in English I that "a clause contains a subject and a complete verb that has tense", and then to contradict this from English II onwards, can clearly confuse students, unless they are made aware at the very beginning of their Faculty course that they must partly think for themselves in matters of grammar (as they should in other subjects), and are free to some extent to make up their own minds. Is Smalzer clearly wrong? Or Are Greenbaum and Quirk clearly wrong? Or are both simply looking at different sides of the same coin?

The above, then, is our learning context. Yet in describing and evaluating the existing approach, I am not intending to contradict the arguments about Communicative Grammar, Grammar and Learning, Grammar and Meaning and Grammar and Discourse, etc., set out in Section I. My approach is changing all the time, and I would hope it is developing into more communicative grammar teaching. I believe that some labelling and explanation is necessary, although as stated above, language is "acquired" as well as "learned". Years I and 2 are more the explanation and description years, concentrating on Recognition and Language Usage, whereas Years 3 and 4 are the "Language Use" years, in

which students are encouraged to build texts on the basis of known forms and functions of grammar, and are shown clear models of grammar used in different texts and contexts. Our current approach, it is true, *does* analyse sentences and break them down into components; it *does* require students to be able to learn and recognise sentence elements, and having successfully done so, to be able to build up sentences of their own and re-order existing passages. But I maintain that this is very useful for students' English improvement and production in many respects.

Throughout the current approach, attempts are always made to relate *element to sentence to text to discourse.* Lock states:- (Lock G. 1996:271) "Level refers to whether the INPUT language consists of isolated sentences or of one or more texts. It will already be apparent that INPUT consisting of texts is generally favoured by the author. It is extremely difficult if not impossible to adequately illustrate with just sentence level examples the usage of grammatical systems such as reference, voice, tense, mood and modality. The texts used need not present lengthy, difficult input."

Thus, we emphasize that in using "A Student's Grammar of the English Language" as a basis for the Grammar component of our syllabus we are not flying in the face of reason or gainsaying or negating everything that respected modern grammarians are saying. After all, Quirk and Greenbaum are esteemed Grammar and Language specialists in their own right. The drawbacks of such a book are appreciated and attempts made to deal with them by supplementing with much other material and varied approaches, not least of which is the online grammar course.

In the next section, however, endeavours will be made to show how teaching may be made more effective for the student by adapting the current approach to new techniques, using ideational frameworks, etc., and by getting students to build up "output" texts of their own. A passage has been selected from material sometimes used in Semester 2, 'homing in on' the Passive Voice, (BE +stem +ed), and the use and function of Prepositional Verbs.

The existing content of the grammar syllabus, then, is based very much on the Descriptive Grammar of "A Student's Grammar

of the English Language", (Greenbaum & Quirk 1990). In the future certain alternatives may be considered to provide a framework on which to base the Grammar component, e.g. "The Functional Analysis of English" (Bloor & Bloor 1995), the "Oxford English Grammar" (Greenbaum 1997), "Student Grammar of Spoken & Written English" (Biber, Conrad & Leech 2002), "A University Course in English Grammar" (Downing A. & Locke P. 1992). Using a combination of two or more of these books might be the most suitable solution. One of the possible drawbacks of "A Student's Grammar...." is that practically all the examples given are concocted ones, not examples from authentic spoken and written sources taken from Corpora. Nevertheless, from books I have studied or perused, I think that the above book, in addition to being about the right length for a four year course, is perhaps the most concise and at the same time comprehensive of them all. On the whole, its examples and explanations are good, and providing it is supported by other materials, and adapted to suit current teaching methodology, it is certainly workable. There is also the advantage of an accompanying workbook (Chalker S. 1992), though this is not one of Chalker's better contributions to the field of language teaching. Many exercises are either too long or poorly conceived, and occasionally she herself doesn't appear to have understood what Greenbaum and Quirk were saying or intending. (It should be added that even with a textbook that *does* use authentic 'Corpora' extracts (e.g. "The Oxford English Grammar" Greenbaum 1997) such extracts, when presented outside any context, sometimes appear more unnatural and 'forced' than examples specially composed for the purpose of illustration of points.)

What I now want to try and do is to link this Grammar with that which McEldowney/Burgess are the protagonists of and apologists for, leading to a more context-based approach and more inductive reasoning by students. As far as labelling is concerned, I really feel that there is no complete getting away from it, however, for labels help students categorise and explain, as well as understand. All labels are nevertheless limiting, for they are all inadequate attempts to account for something that goes beyond the bounds of labels or categories, but getting students to realise and accept this is at least one step in their learning process. McEldowney herself cannot escape from 'limiting', for

her categorisation of different genres of texts for which certain structures are used is much too narrow, and for example, as will be seen, BE +stem +ed (The Passive Voice), is by no means restricted to use for manufacturing processes or sequenced description, (as she would have us believe).

SECTION 4. A TEXT FROM AN ELT TEXTBOOK ANALYZED IN TERMS OF ITS FORMS AND THE MEANINGS THAT IT COMMUNICATES.

The text chosen for this assignment is a piece of discourse inserted into our second "texto" for students in Year 3, that on "Law and Order" {'Texto' 4, p 30). It is from "The Heinemann English Wordbuilder", (Wellman G. 1992:185), and concerns the sad case and fate of Timothy Evans, one of the last people to be put to death in Britain.

It has been selected because a) it is directly relevant to the theme students are covering; b) it fits neatly into a sequence relating to the theme -(it follows a video about a Scottish trial of a Portuguese waiter, is followed by a song and discussion of the Derek Bentley case [quite recently very much in the news], and leads to a full discussion/debate about Capital Punishment); c) it contains ample instances of the BE +stem +ed form (The Passive Voice) *not* used for description of manufacturing processes, and d) incorporates many examples of Prepositional Verbs, and a few of Phrasal Verbs. The Passive Voice and the distinction which SGE makes between Prepositional and Phrasal Verbs form part of our Grammar component, and a lot of descriptions of legal cases, articles in journals, etc., lend themselves to "Passivization", since they are quite formal in style, and it is not the subject of the Active sentence that the reader would be interested in. In addition, this aspect of grammar relates to the 'Writing Skills' component for the second semester, which is 'Report Writing'. Moreover, the theme "Law and Order" lends itself to practice of Prepositional verbs in particular, as is instanced by the following list:-

Fig. 5

to arrest someone for something	*to suspect someone of something*
to accuse someone of something	*to condemn someone to death*
to let someone off (Phrasal Verb)	*to take someone into custody*
to charge someone with something	*to remand someone in custody*
to sentence someone to something	*to throw someone into jail*
to convict someone of something	*to put someone behind bars*
to confess to a crime	*to release someone from detention*
to send someone down (Phrasal Verb)	

Since the text (Texto 4 p 30) is intended as a model for students to practise vocabulary, its use for grammatical purposes is entirely my own invention, while the suggested approach and tasks are based on Burgess. I saw the frequent instances of BE +stem +ed in the text a very useful model for students, and was further aware that the relevant expressions included formed a handy list of Prepositional Verbs Type II (Greenbaum & Quirk 1990:341). Incidentally, I find Quirk and Greenbaum's separation into different categories of Phrasal Verbs, Prepositional Verbs, and Phrasal-prepositional verbs a very logical and sensible division, which I believe helps students to appreciate the grammatical basis underlying the vocabulary of what are often merely lumped together as "phrasal verbs"; (idem: 336 -343).

The BE +stem +ed (Passive) form is used so much because the affected subject is important here, not the agentive subject, although, as Lock states (Lock G. 1996:235) "The point is, of course, that the choice between active and passive is not simply a question of whether the *actor* is known or important but is also a question of which participant it would be most appropriate to thematize in the context and what information is to be treated as most newsworthy."

A word on McEldowney's comments on the "Passive" might not be amiss here. I feel that, in advocating the teaching of this form for communicative purposes she is quite right, and undoubtedly is making very valid points in the examples she gives. Nonetheless, she appears to restrict its use to steps in 'synthetic' or 'man-controlled' processes, (McEldowney Unit 5 1993: 11), and further to make a distinction between the Passive used as a step in a sequence, -e.g. "It is prepared.....it is made..... it is forced....." and as a product, e.g. "The milk is homogenised" (where

"homogenised" is a statement of the product of a process, and therefore almost having the function of an adjective = "*homogenised milk"*). One can see the distinction she is attempting to make, though in the examples given in the texts she supplies I disagree that the issue is always so clear cut. In Text 27 (McEldowney Unit 6 1993: supplement 2) we read, "In sterilisation, milk is first pre-heated and homogenised in which *process* it is forced through a tiny valve............." etc. To me it really seems that both 'pre-heated' and 'homogenised' are being used as past participial (non-finite stem +ed) forms here, *not* adjectivally, and in any case the words "*in which process*" seem to add weight to our belief that we *are* using "the passive" to describe processes here. The use of "*homogenised*" above, therefore, is not the same as its use in the expression "this milk is now homogenised"= "..has become homogenised".

The text on which the materials in the next section are based, then, contains;-
   a) 18 passive voice (Be +stem +ed) constructions.
   b) 7 di-transitive prepositional verbs - (Type II Prepositional Verbs).
   c) other possible prepositional verbs, but not directly used as such.
   d) 2 transitive phrasal verbs.

SECTION 5.   A series of learning activities based on the material discussed in Section 4, presented in lesson plan format.

N.B. See Appendix 1 for full version of text presented to students.
   See Appendix 2 for a copy of Tasksheet 1, referred to below.
   See Appendix 3 for a copy of Tasksheet 2, referred to below.
   See Appendix 4 for a copy of the suggested visual/picture sheet.
   See Appendix 5 for a further suggested sentence analysis grid.

List 1

was said	was
was paid	denied
was arrested	accused
was apprehended	found
was charged	was
was rejected	decided
was executed	cast
was dropped	started
was given	
was turned down	
was sentenced	
was set up	
was tried	
was convicted	
were discovered	
was decided	

Task 1

Look at the text. put words from List 1 *in the order in which they occurred* in the BOXES under (2) on Tasksheet 1.

Task 2

Show your work to your partner.

List 2   (Use some of the phrases more than once).

another enquiry	John Christie
there	Christie
no attention	Timothy Evans
that he confessed to that crime privately	the jury
that Evans had probably been innocent	the judges
more women's bodies	Evans
his plea of insanity regarding other murders	the police
alleged statements made by Christie	an appeal
one of the charges	

Task 3

Look at the text again and put phrases from List 2 on the lines under (1) on Tasksheet 1.

Task 4

Show your work to your partner.

Task 5

Now rub out certain words that you have repeated in Column (2) of Tasksheet 1 and write "he" or "they" where appropriate.

Task 6

Show your emendations to your partner.

List 3

John Christie (whose house he had been living in)

doubt

a) that justice had been done
b) that Evans had been rightly hanged

a free pardon

that he had murdered Mrs. Evans

Evans

a nationwide hunt for him

Task 7

Look at the text again. Put phrases from List 3 on the lines under (3) on Tasksheet 1.

Task 8

Show your work to your partner.

List 4   <u>(N.B. There are more expressions than</u>
<u>you are required to use)</u>

---

the police's chief suspect

guilty

the person responsible

an enquiry into the execution of Timothy Evans

dead

<u>Task 9</u>

Look at the text again. Put phrases from List 4 on the lines under (4) on Tasksheet 1
(N.B. There are more phrases than you are required to use).

<u>Task 10</u>

Show your work to your partner.

<u>List 5</u>

of the crime	with the double murder
for the murder of his wife	
and baby	on the Evans hanging
of killing his wife	a short time later
in Christie's house	when he went to court
to death	soon afterwards
to him	during the trial
for the murder of his daughter	some time later
only in 1966	soon
in 1950	

<u>Task 11</u>

Look at the text again. put phrases from List 5 on the lines under (5) on Tasksheet 1.
If the expression is a PREPOSITIONAL OBJECT, put it on Line 5a)
If the expression is an ADVERBIAL, put it on line 5b)

Task 12

Show your work to and discuss it with your partner.

Task 13

Now show all your work done so far to your teacher.

Task 14

Now tell a partner your story. DO NOT WRITE ANYTHING. Look at the notes on TASKSHEET 2. Follow Tasksheet 2. Do *not* refer to the original text, or to Tasksheet 1.

Task 15

At this point, with a less advanced class, and less lengthy passage, visuals could certainly be used. In THIS case they may not be necessary. It is difficult to devise visuals to describe the plot of this story, without causing some confusion, as two different men are being tried, and two men are being sentenced, at different times in each case. However, a suggested visual for the TEXT has been drawn, (q.v. Appendix 4). There are fourteen separate pictures which have to be re-ordered. Students can carry out this task individually, and then check their re-ordering and sequencing with their partner. They can further check with a larger group (see Task 16).

Task 16

They will then tell the story to each other in groups. They can perhaps take turns until the story is completed.

Task 17a)

Finally, students write the story without referring to any of the above materials. They show this version to their colleagues, who then compare and compile a final version to show to the teacher.

Task 17b)

It is possible for more advanced students, (which is the case in this context), to omit Task 17a). What is more important now is

that students write an *ALTERNATIVE* text. This will be a piece of writing (limited to a certain number of words), based on the *VIDEO* they will earlier have seen of the trial of the Portuguese waiter, Jorge Leandro, in an Aberdeen court, and his eventual tragic suicide in Perth top security Gaol. Versions will then be compared in a similar way to Task 17a), and eventually read out (some) in class or/and handed in for perusal and correction by the teacher.

In the above lesson plan and list of materials, it may be noted that students are required to distinguish between Prepositional Object and Adverbial in List 5, and it is expected that this will lead to some involved discussion regarding this distinction. Previous work will have been done, earlier in the semester, on detecting and distinguishing Prepositional Verbs, probably by spotting them in context, and much of this work will have been based on "A Student's Grammar of the English Language" (Greenbaum & Quirk 1990: 336-343). Some discussion will also be necessary regarding the distinction between *DIRECT OBJECTS* (List 3 - Column 3) and *COMPLEMENTS* (List 4 column 4). Students might argue that a *Prepositional Object* is akin to or the same as a *Complement*, i.e. that it is an *Adverbial Complement*, and this should afford scope for a good discussion, leading to students realising further that there are few strict Grammatical 'rules' (Chalker S. in Bygate 1994:31), and that labels are only a convenient way for different grammarians to elaborate their points.

Further comment will be made in the following section, but suffice it to say here that I considered it more logical to put prepositional objects in the same column as adverbials rather than direct objects (column 3), as in some ways, being very closely associated with the preceding verb phrase, they are very close to being considered adverbials rather than objects; e.g. "I sentence *you* to death", where "to death" is akin to an adverbial, (cf. "he sentenced her harshly"). Others might prefer to have six columns and to distinguish prepositional objects entirely from (other forms of) adverbials, but space did not allow, and in any case the number of columns has at first to be limited, even at advanced level, so as to avoid confusion and perhaps also to avoid over-detailed analysis.

SECTION 6.   A RATIONALE FOR THE APPROACH TAKEN IN SECTION 5, WITH REFERENCE TO THE DISCUSSIONS IN EARLIER SECTIONS.

The approach in Section 5 attempts to link the kind of grammar work my students and I have been doing up until now with the Discourse-based grammar espoused by Burgess and McEldowney, using *ideational frameworks* and *visuals*. It endeavours to bridge the all important (because sometimes untraversable) gap between understanding Descriptive Grammar and sentence analysis on the one hand, and the ability to *USE* Grammar in a Discourse context on the other. According to Burgess, (Burgess 1994:309), Schema Theory consists of three types of ideational framework:- FLOW CHARTS, GRIDS, AND TREE DIAGRAMS. "Each of the three can be used as the central device in an integrated model of language learning, where *FORM* is learned through the practice of skills. A framework can act as the central device in two respects:- a) it facilitates the learners' manipulation of the language and leads them to an understanding of it, and b) it forms the lynchpin between receptive and productive skills activities, in a progression from TOP-DOWN content focus to BOTTOM-UP form focus. The framework provides structured exposure to, and practice of, the formal features of the target language."

Here, in this assignment, we are more concerned with "Flow Thinking", (Burgess 1987) - the use of flow charts to manage a series of ideas that interrelate in terms of *temporal* and *causal* sequences. The text under discussion is a narrative, and a flowchart is most appropriate for representing this sequential chain.

If we take a line, or continuum, as follows:-

Fig. 6

Linguistic discourse.......ideational framework........graphic........diagram .... picture.............. realia

(see Burgess 1994:314 for a more detailed version of this chart)

we note that the *discourse* is the most *abstract* linguistic code - the ideational framework less so. Going along this continuum to

the right, we come to "picture"- which is far more concrete and "real", and represented in our case by drawings, (which may or may not be used at Advanced level). Burgess states (1994:314) "Learners experience Language through *listening* to it or *reading* it. This is the most abstract form - *discourse.* To arrive at an *understanding* of it, they need to be able to translate it into the most concrete form appropriate to the type of information. In the process, they need to *manipulate* the language so as to be confident with it at the point where they need to produce it in speech or writing. This can be facilitated by the use of the appropriate ideational framework, followed (where possible) by the use of the more concrete *visual* expression of the body of information the learners are dealing with."

<div align="center">Fig.7</div>

Listening/⟶Ideational Frameworks⟶[Visual]⟶Speaking——-"Writing. Reading

   In our case, students at a fairly advanced level of English study on a university course have done Grammatical analysis at sentence level, along the lines laid down in "A Student's Grammar of the English Language", and have learnt about SVOCA elements of sentences and how sentences are structured by means of these. They have gone on to learn about extended noun phrases, about verb phrases and clauses, and how complex sentences are composed of one or more subordinate clauses. They have studied the distinction between *conjuncts* and *conjunctions* and different types of adverbials, and in Year 4 they are going on to discuss TEXT GRAMMAR, e.g. the importance of *theme* and *rheme, given/new information, topic/comment,* and the fact that, for example, one does not use a pseudo/cleft sentence e.g. "What I wanted to tell you was that your breath smells" as a simple straightforward transformation of "I wanted to tell you that your breath smells". (There is a contextualised example of a pseudo-cleft sentence at the beginning of the following paragraph.) In other words, the context of the discourse and the function of the discourse determine how we say and write what we say and write. Students will also study and practise different forms of COHESION, i.e. not simply conjunctions and conjuncts, but *reference cohesion, lexical cohesion, substitution (pro-forms) and ellipsis,*

etc. (See Halliday & Hasan 1976). There is much information about and discussion of these aspects in the final chapters of SGE ("A Student's Grammar......" frequently referred to above.) There are also, I believe, some excellent ideas for teaching Text//Discourse Grammar in "Second Language Grammar: Learning and Teaching" - (Rutherford 1987).

What the approach suggested and exemplified by Burgess//McEldowney enables students to do, through the medium of *input* and *output* texts, is to become more aware much sooner of how Grammar functions in authentic texts, and it enables them also to bridge that divide between *usage* and *use*, between "knowing what" and "knowing how", so that, having "induced "and "downloaded" grammar from and by way of a given text, they can study and manipulate it, and build up an alternative text of a similar nature, adopting similar style and register, using the skills of *speaking* and *writing.* Thus, via this means of Grammar Teaching/Learning, students and teacher can bring all four language skills into play and exploit them.

I hope it is clear to the reader that in this assignment I had to start from "where we are at", and explain, describe and justify the Grammar approach we employ, using the grammar tools, (primarily SGE), currently at our disposal. But learning is ongoing, and I have attempted to elucidate how this approach can and should be extended, indeed modified and changed, using the more text-based, top-down, process methods as outlined in Section 4. What I now perceive is a continuum, in grammar learning, along part of which my students and I have progressed:-

Fig. 8

1) Pedagogic Grammar	2) Descriptive Grammar	3) Text/Discourse Grammar
School-based/lang: school	University/academic grammar	Both 1) & 2) + extension of these
Murphy/Michael Swan Lang: school coursebooks	"A Student's Grammar" "Functional English Grammar"	"English in Context"? ⟶? McEldowney.
e.g. tense/aspect format; the present perfect	the noun phrase, complex sent- ences; semantics of verb phrase; theme/rheme	BE +stem +ed; 54321 stem +ing; sophisticated/core.

To approach the ultimate via the path of (1) to (3) is possible and *does* make a lot of sense. Whether, if beginners, and then intermediate language learners, were to learn by means of (3) alone their learning and acquisition would be equally effective is a matter of speculation, given the current parameters within which most practising language teachers have to work. Certainly most grammar and course books would have to be consigned to gather dust on the shelves, and much new writing and publishing would have to be undertaken. Unfortunately, there appears to be little for student purposes currently on the market that is devoted entirely to Grammar learning or teaching by means of (3), [Fig. 8]. "English in Context" (McEldowney 1982) has not, to my knowledge, been superseded by anything quite like it.

In SECTION 4 students were required to carry out some conscious grammatical differentiation, in that in Column 5 they had to sift out and separate prepositional objects from adverbials. This requires some thought, based on previous learning, and some ensuing discussion with colleagues and teacher. I see nothing adverse in this. If the two approaches, (2) and (3) in Fig. 8, can be combined, so that tasks and lessons become a little more challenging and analytically-based for advanced learners, what is

the harm in that? For example, if the lesson suggested in 4 leads to a discussion of and full revision of the difference between *DIRECT OBJECTS, COMPLEMENTS* and *ADVERBIALS*, that would be positive, as long as learners are not made to feel that such revision (of previously learnt labels) is not just for the sake of learning labels alone.

By the same token, if, after following the lesson plan suggested in SECTON 4, students are supplied with a GRID, which requires them to break down the sentences of the text more analytically or discretely into separate elements, does this constitute a "volte face" or a reneging on principles of teaching embodied in SECTION 5? I think not. Much discussion will surely arise out of going on to analyse in a little more depth, based on previous learning of teminology and distinctions, the text they have been given. Moreover, it has to be said that I find understanding and using this terminology indispensable when it comes to marking//correcting written work - e.g. "sentence adjunct"; "conjunct not conjunction"; "sentential relative clause"; "use more extended noun phrases in this context", will make immediate sense to the student if the terminology has been well learnt and assimilated, and the use of such demonstrated and shown through clear examples, ideally appearing in authentic texts.

Some concluding words on difficulties students might experience in interpreting the text in Appendix 1 and in making transitional notes might be in order here, and again I stress that I do not see discussions arising from these in any way running contradictory to the approach expounded by Burgess/ McEldowney.

a) the difficulty of realising that in the BE +stem +ed form a Prepositional Verb II (i.e. Di-transitive Prepositional Verb) only has ONE object,- the prepositional object - the direct object having been transferred to the subject as "the affected".

b) the difficulty of distinguishing between different categories of adverbs and adverbials, though this only becomes really important if and when students go on to tackle the grids

[Appendix 5]. The tasks in Section 5 are designed to try to keep complicated distinctions to a minimum.

c) the difficulty with the construction e.g. "It was said (that he confessed to the crime)"……. "it was decided (that he had probably been innocent)", where there is an extraposed subject transferred and `delayed`, and an anticipatory "it".

d) The sentence "Alleged statements made by Christie while he was still in custody….." with long noun phrase consisting of premodifier, head, and a long postmodifier comprising an embedded relative clause followed by a qualifying subordinate temporal finite clause, is almost bound to cause problems. For the transitional notes and the Core `output`, it may be better to break this sentence down into two separate ones:- i.e. "Alleged statements were made by Christie while he was in custody." "These (statements) cast doubt on the Evans hanging."

To clarify difficulties and doubts concerning point a) above, it would be a good idea to convert such sentences (containing Be +stem + ed) to Active Voice sentences, thus enabling students to appreciate fully how the Direct Object suddenly appears as a result of the sentence transformation being effected. I find that Prepositional and Phrasal verbs of certain types are far better recognised initially by conversion (where necessary) into Active Voice.

We can analyse the text in the following way:-

Discourse function	Narrative
Information structure(s)	Sequence of events/occurrence Specific reference
ideational framework	Flow chart (sequence)

Core sentence patterns	S +V[BE +stem +ed]
	     S +V[BE +stem +ed] +Prep O
	     S +V[STEM +ed] +O +C
	     S +V[BE +stem +ed] +O
	     S + V[STEM +ed] +O +Prep O
	     (optional A) appended to some
	     sentences
	     A +S +V[stem +ed] +O (nominal clause)

Most significant item per sentence	Verb (also long Noun Phrase in some cases) (also some adverb phrases)
Verb(group) type	Dynamic; verbal process; Prepositional/Phrasal verbs
Verb (group) forms	Finite stem +ed; BE[past] +stem +ed

Noun group patterns	The +N; Proper noun (e.g. John) Christie);
	     Pronoun(e.g. he); long noun phrases e.g.
	     pre-modifier[adj.] +head +
	     postmodifier
	     [prep. phr. +sub. temporal clause.

The above is an attempt to analyze the chosen text in terms of structures, patterns, frameworks and functions. This could be used as a discussion point for students. The two most important factors to which their attention should perhaps be drawn are

(a):- the existence of some Active Voice [S +finite stem +ed +O] sentences together with Passive [S +BE(past) +stem +ed] +Prep O sentences. The use of Passive Voice sentences throughout would certainly lend an air of forced artificiality to any text, and should be avoided at all costs:-

(b):- the existence and use of quite a lot of extended noun phrases. It could be pointed out that any sophisticated text, especially a semi-formal one such as this, possibly written for a journal of some description, will contain

many noun phrases of some length. It is worth practising and analyzing these. A worthwhile exercise would be to transform them into core sentences by breaking them down:- e.g. "He pleaded insanity. This plea referred to other murders. It was rejected." They could then be built up again. By this means students will realise how effective extended noun phrases ('Nominalisation') can be in composing sophisticated texts which add to one's style, at the same time cutting down the need for many verbs and many sentences, thus enabling the writer to be more parsimonious with the number of words used. Indeed, exercises practising the process of Nomina-lisation, such as these, form part of our online course grammar for the first semester of English III.

In conclusion, I have to admit that our syllabus, in its present form and content, does not allow sufficient time to pursue all these grammatical processes even superficially, let alone in detail. An enormous amount is packed into a year's syllabus as it is, the grammar component only forms a part, and one often feels that one is just skating the surface, rather than coming to grips with anything. How much more will this be the case when, as from next year, English III classes are reduced to two per week. To my mind, with a language course, time spent in class is extremely important for skills work.

A case can therefore be made for a grammar/linguistics course per se, either optional or obligatory, enabling one to experiment with all the above suggestions and really to get to grips with grammatical questions in a suitable academic manner. Then different grammarians' ideas and frameworks can be compared and discussed. As things stand, this is impossible, and if some students leave the Faculty with only an incomplete notion of how English Grammar works or of "How to Teach Grammar" (Thornbury 1999), the fault may not lie at our door. It could be the system that might be failing them, rather than the teachers.

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Appendix 1

LAW AND ORDER; CRIME AND PUNISHMENT

Below you see the story of an extraordinary case in British legal history.

The affair started in 1949 and finally closed in 1966.

Read the account and then carry out the tasks on the separate sheets.

The story began when a man called Timothy Evans was arrested for the murder of his wife and baby. He was charged with the double murder, but a short time later one of the charges was dropped and he was tried for the murder of his daughter only. During the trial Evans accused the man whose house he had been living in, John Christie, of the crime, but no attention was paid to him. The jury found Evans guilty and he was sentenced to death. An appeal was turned down and he was executed in 1950.

Some time later, more women's bodies were discovered in Christie's house: two, three, four, five, six. John Christie was the police's chief suspect and they started a nationwide hunt for him. He was soon apprehended. Alleged statements by Christie while he was in custody cast doubt on the Evans hanging. When he went to court, Christie denied that he had murdered Mrs Evans, but in private it was said that he confessed to that crime. His plea of insanity with regard to other murders was rejected and he was convicted of killing his wife.

Soon afterwards there was an enquiry into the execution of Timothy Evans. The judges decided that justice had been done and Evans had been rightly hanged. It was only in 1966 that another enquiry was set up. This time it was decided that Evans had probably been innocent and he was given a free pardon. Better late than never, as they say.

APPENDIX 2

TASKSHEET 1

(1)	(2)	3)	(4)	(5)

REFER TO COMPLETED TASKSHEET - APPENDIX 2A

APPENDIX 2 a

TASKSHEET 1

(1)	(2)	3)	(4)	(5)
Timothy Evans	WAS ARRESTED	·		a) FOR THE MURDER OF HIS WIFE b) [= BABY]
HE	WAS CHARGED			a) WITH THE DOUBLE MURDER b)
ONE OF THE CHARGES	WAS DROPPED			a) b) A SHORT TIME LATER
HE	WAS TRIED			a) FOR THE MURDER OF HIS DAUGHTER [ONLY] b)
EVANS // HE	ACCUSED	JOHN CHRISTIE, (WHOSE HOUSE - ETC)		a) OF THE CRIME b) DURING THE TRIAL
NO ATTENTION	WAS PAID			a) TO HIM b)
THE JURY	FOUND	EVANS	GUILTY	a) b)
HE	WAS SENTENCED			a) TO DEATH b)
AN APPEAL	WAS TURNED DOWN			a) b)
HE	WAS EXECUTED			a) b) IN 1950
MORE WOMEN'S BODIES	WERE DISCOVERED			a) b) IN CHRISTIE'S HOUSE / SOME TIME LATER
JOHN CHRISTIE	WAS		THE POLICE'S CHIEF SUSPECT	a) b)
THE POLICE // THEY	STARTED	A NATIONWIDE HUNT FOR HIM		a) b)
HE	WAS APPREHENDED			a) b) SOON
ALLEGED STATEMENTS MADE BY CHRISTIE	CAST	DOUBT THAT HE HAD MURDERED MRS. EVANS		a) ON THE EVANS HANGING b)
CHRISTIE // HE	DENIED			a) b) WHEN HE WENT TO COURT
(THAT HE CONFESSED TO THAT CRIME PRIVATELY)	WAS SAID			a) b)
HIS PLEA OF INSANITY REGARDING OTHER MURDERS	WAS REJECTED			a) b)
HE	WAS CONVICTED			a) OF KILLING HIS WIFE b)
THERE	WAS		AN ENQUIRY INTO THE EXECUTION OF TIMOTHY EVANS	a) b) SOON AFTER
THE JUDGES	DECIDED	a) THAT JUSTICE HAD BEEN DONE b) THAT EVANS HAD BEEN RIGHTLY HANGED]		a) b)
ANOTHER ENQUIRY	WAS SET UP			a) b) ONLY IN 1966
(THAT EVANS HAD PROBABLY BEEN INNOCENT)	WAS DECIDED			a) b) THIS TIME
HE	WAS GIVEN	A FREE PARDON		a) b)

APPENDIX 3

<u>ПD 492</u>

TASKSHEET 2.

Ti..... Ev... → | ... ar....... | ___ the mu.... ___ h... W.... a...
b...

He → | ... ch..... | ___ the do..... mu.....

(A sh... t... la...) ONE ___ the ch..... → | ... dr..... |

He → | ... tr... | ___ the mu.... ___h.. da....... on..

(O..... the tr...) Ev... → | ac...... | I... Ch......., (wh.... h.... he had been
(..... i.) ___ the cr...

No at........ → | ... pa... | ___ h..

The j... → | fo... | Ev... gu.....

He → | ... se........ | ___ de...

An ap..... → | ... tu..... d.... |

He → | ... ex....... | ___ ni....... fi...

(S... t... la....)
more wo...'. b.....→ | ... di........ | ___ Ch.......'. ho...

Jo.. Ch....... → | ... | the po...'. ch... sus.....

They → | st..... | a na......... h... ___ him

(S...) He → | ... ap........ |
Al..... st......... m....
___ Ch....... (wh... he ... still ___ cu.....) | c... | d.... ___ the Ev.... ha.....
(Wh.. he w... ___ co....)
Ch....... | d...... | that he ... mu....... Mrs. Ev...

It → | ... sa.. | → [that he co....... ___ that cr... ___ p.......

His pl.. ___ in.......
r...... ___ ot... mu....... → | ... re...... |

He → | ... co........ | ___ ki...... his w...

(S... af.........) Th... → | ... | an en..... ___ the ex........ ___ Ti.....
Ev...

The j..... → | de..... | → a) that ju...... had b... d...
b) that Ev... had b... ri...... ha...

(On.. ___ ni...... si.... s..)
An...... en....→ | ... se. .. |

(Th.. ti..) It → | ... de...... | → [that Ev... had pr....... b... in......

He → | ... gi... | a f... pa....

(As th.. s..) It → | .. | be..... la... than ne...
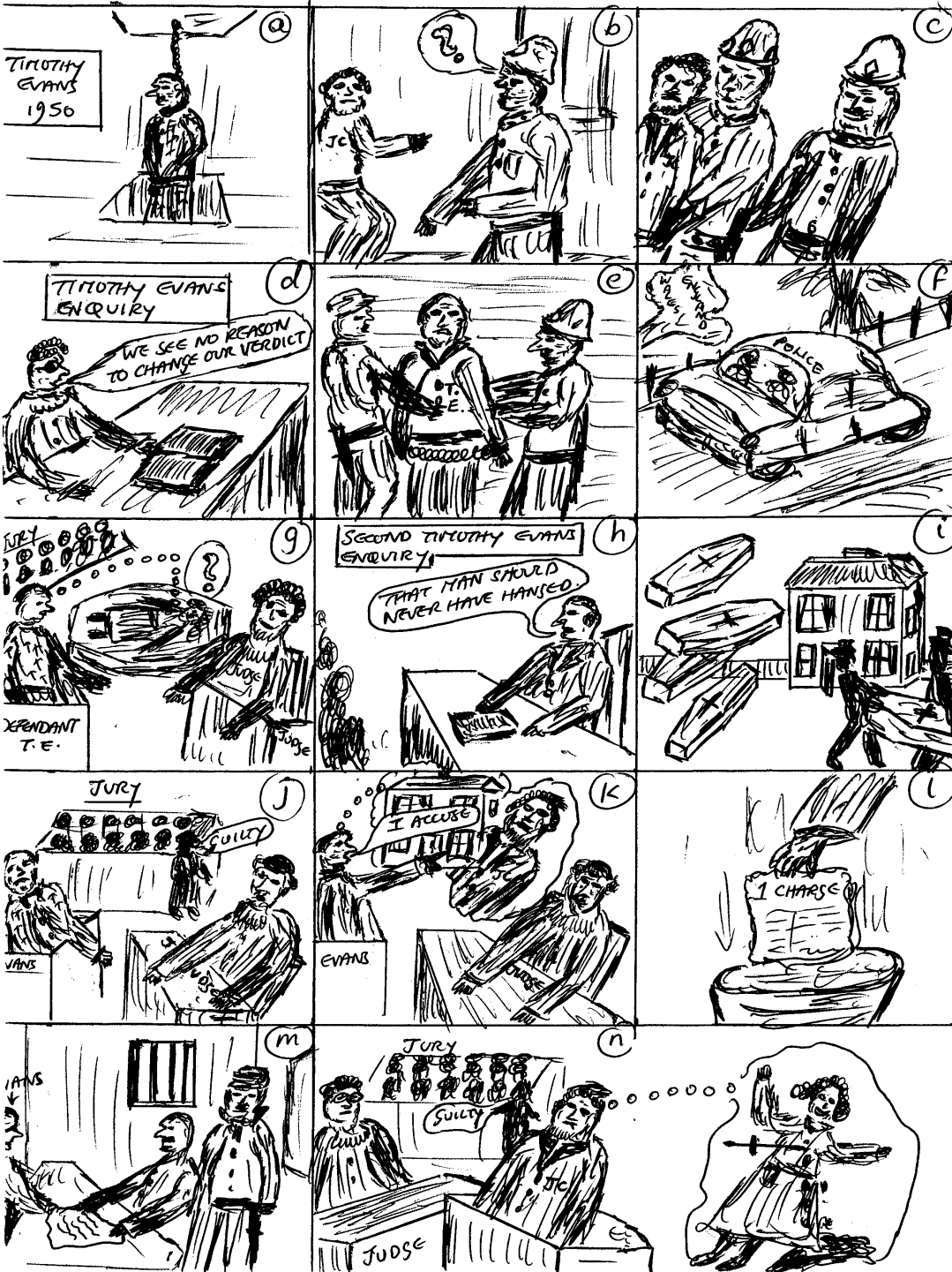
This is the full suggested version of the transitional notes flowchart relating to the Timothy Evans story

SUBJECT	VERB PHRASE	DIRECT OBJECT(S)	ADVERB(IAL) WITHIN S OR O	Prep	PREPOSITIONAL/OR-FROM SITIVE OBJECT	SUBJECT (OR) OBJ COMPLEMENT	PREPOSITIONAL ADJUNCT	SENTENCE ADJUNCT
MAN CALLED TIMOTHY EVANS	WAS ARRESTED			for	THE MURDER OF HIS WIFE AND BABY			
EVANS (HE)	WAS CHARGED			with	THE DOUBLE MURDER			
NE OF THE CHARGES	WAS DROPPED							A SHORT TIME LATER
nd] HE	WAS TRIED		(only)	for	THE MURDER OF HIS DAUGHTER		(ONLY)	
EVANS	ACCUSED	THE MAN WHOSE HOUSE HE HAD BEEN LIVING IN, J.C.		of	THE CRIME			DURING THE TRIAL
but] NO ATTENTION	WAS PAID		,	to	HIM.			
THE JURY	FOUND	EVANS				GUILTY		
HE	WAS SENTENCED			to	DEATH			
AN APPEAL	WAS TURNED DOWN							
HE	WAS EXECUTED							IN 1950
MORE WOMEN'S BODIES	WERE DISCOVERED						IN CHRISTIES HOUSE	SOME TIME LATER
JOHN CHRISTIE	WAS	A NATIONWIDE HUNT FOR HIM (JOHN CHRISTIE)						
THEY (THE POLICE)	STARTED					THE POLICE'S CHIEF SUSPECT		
HE	WAS APPREHENDED							SOON.
CHRISTIE	MADE	SOME STATEMENTS						WHILE HE WAS IN CUSTODY
THESE STATEMENTS	CAST	DOUBT		on	THE EVANS HANGING			
CHRISTIE	DENIED	(THAT) HE HAD MURDERED MRS. EVANS	IN PRIVATE					WHEN HE WENT TO COURT
HAT HE CONFESSED TO THE CRIME	WAS SAID							
HIS PLEA OF INSANITY WITH REGARD TO OTHER MURDERS	WAS REJECTED							
and] HE	WAS CONVICTED			of	KILLING HIS WIFE.			
THERE	WAS	① (THAT) JUSTICE HAD BEEN DONE ② (THAT) EVANS ... HANGED				AN ENQUIRY INTO THE EXECUTION		SOON AFTERWARD
THE JUDGE	DECIDED	... BEEN RIGHTLY						
but] ANOTHER ENQUIRY	WAS SET UP							ONLY IN 1966
THAT EVANS HAD PROBABLY BEEN INNOCENT	WAS DECIDED							THIS TIME
HE	WAS GIVEN	A FREE PARDON						FINALLY

APPENDIX 5

SUBJECT	VERB PHRASE	INDIRECT OBJECT (...)	WITHIN SUBJECT OR OBJECT	sp	TRANSITIVE OBJECT	SUBJECT COMPLEMENT	ADJUNCT	ADJUNCT
A MAN CALLED EVANS	WAS ARRESTED			FOR	THE MURDER OF HIS WIFE AND BABY			
EVANS	WAS CHARGED			WITH	THE DOUBLE MURDER			A SHORT TIME LATER
nd) HE		THE MAN WHOSE HOUSE HE HAD BEEN LIVING IN, JOHN CHRISTIE	(ONLY)	FOR	THE MURDER OF HIS DAUGHTER		(ONLY)	
				TO HIT				
HE						GUILTY		
HE	WAS TURNED DOWN							
	WAS EXECUTED						IN CHRISTIE'S HOUSE	
						THE POLICE'S CHIEF SUSPECT		
THEY (THE POLICE)								SOON
CHRISTIE		SOME STATEMENTS						
THESE STATEMENTS		(THAT) HE HAD MURDERED MRS. EVANS						
(BUT)	WAS REJECTED		IN PRIVATE					
AND) HE								—
THERE		① THAT JUSTICE HAD BEEN DONE						SOON AFTERWARDS
nd)		②	RIGHTLY					
ANOTHER ENQUIRY	WAS GIVEN							THIS TIME

APPENDIX 5 b

APPENDIX 6

REASONS FOR USE OF THE PASSIVE VOICE [BE +stem +ed] with reference to Greenbaum & Quirk, Lock G.

1) With Transitive Clauses, to provide a convenient way of postponing the agentive subject by turning it into the agent in a passive construction. We thus reverse the active order of the agentive and affected elements where the agentive requires end focus.
   e.g. Who makes these table mats? Ans: They are made by my sister-in-law. [end focus; end weight].

2) (connected to (1) above:-) to put deliberate emphasis on the agent of the action.

3) To avoid what would otherwise be a long active subject or to avoid using a long finite clause as subject:-
   e.g. As I travelled, I was kept informed of all developments by my wife, who wished to experiment with her new mobile phone and rang me every few minutes to apprise me of what was taking place in the street outside.

4) the identity of the agent of the action is unknown (by speaker or writer).

5) Speakers or writers want to avoid identifying the agent because they do not want to assign or accept responsibility. [See e.g.s in SGE Pg. 46]
   e.g. Those forms have not yet been filled in.

6) They feel that there is no reason for mention of the agent because the identification is unimportant or obvious from the context.

7) In scientific or technical writing writers often use passive to avoid constant repetition of the subject "I" or "We" and to put the emphasis on processes and experimental procedures. This use of the passive helps to give the writing the objective tone the writers wish to convey.

e.g. The subject was blindfolded and a pencil placed in the left hand.

8) To retain the same subject throughout a long sentence - (see (3) above and also the example in SGE Pg 46)

9) With <u>verbs of intellectual states</u> = believe, know, realise, think, understand, (or in Lock's terms) <u>mental process verbs of cognition</u> = think, believe, know, doubt, remember, forget, <u>verbs of perception</u> = see, notice, feel, <u>some verbs of</u> <u>volition</u> = intend, desire, hope, <u>verbal process verbs</u> = say, request, suggest:- used with "it" as anticipatory subject and the the subject extraposed
e.g. It is known that `passive smoking` can be very injurious to health.
N.B. This also avoids placing a long nominal clause a subject in cases where the identity of the agent of the action is considered unimportant.

10) One could add McEldowney's explanations in terms of text types and process description as extra points, though, as she would probably frown on teaching the BE +stem +ed form by means of a list of the above points, it might be better to consider her explanations and examples as approaching the mountain from 'the north side', so to speak.