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HANDBOOK FOR LANGUAGE DETECTIVES

LEARNING AND TEACHING ENGLISH GRAMMAR

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Samfundslitteratur

Being able to use grammar structures does not only involve using the forms accurately; it also entails using them meaningfully (semantics) and appropriately (pragmatics).

The three dimensions of grammar, FORM, MEANING and USE, can be visualized with this pie chart:

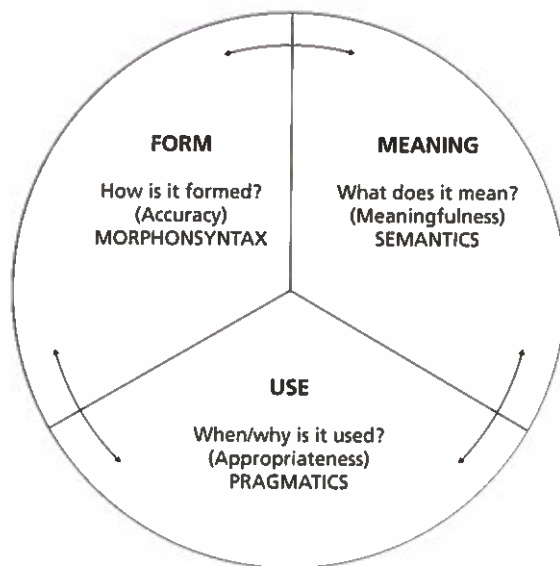


Fig. 2.5. The Three Dimensions of Grammar: FORM, MEANING & USE.⁷

TERMINOLOGY

Many other presentations use either form-meaning (cognitive linguistics) or form-function (functional linguistics) oppositions; the model presented here is from Diane Larsen-Freeman⁸.

We will use the three dimensions throughout this book. When there is special focus on one or more dimensions, it will be marked in the margin.

2.4.1. FORM

The FORM dimension examines how grammatical aspects are constructed. It focuses on the features that can be either seen or heard. It consists of both 'morphology', the forms of words, and 'syntax', the forms of sentences and texts. This means that inflectional endings such as *-ed*, *-er/-est* and grammatical words such as the articles *a* and *the* belong to this category.

Traditional grammar, as seen in the Grammar-Translation Method, only dealt with this category, whereas the extreme version of communicative teaching influenced by Stephen Krashen's Non-interface Hypothesis (see 2.2.) completely ignored this dimension.