

Karen Lassen Bruntt
Ulla Bryanne

HANDBOOK FOR LANGUAGE DETECTIVES

LEARNING AND TEACHING ENGLISH GRAMMAR

University College
SJÆLLAND



BIBLIOTEKET

Læreruddannelsen · Vordingborg
Kuskevej 1A
4760 Vordingborg
Tlf. 72 48 23 18

Samfundslitteratur

ing or writing English. There is no reason to ask them to simplify their language to avoid mistakes: making mistakes is a way for them to learn English, the feedback from the teacher and others will tell them whether they were right or not.

The action of forming and testing hypotheses is a necessary step when learning a language, but alone it is not enough. Afterwards the issues in question must become internalized through extensive practice. It takes a long time and a great effort to learn a language. Once the items have become automatized and stored in long-term memory, the learners will not have to be conscious of them anymore and their cognitive resources will be able to meet new language challenges. It is important that the cognitive work, the hypothesis forming and testing, comes before the practice, the 'drilling'.

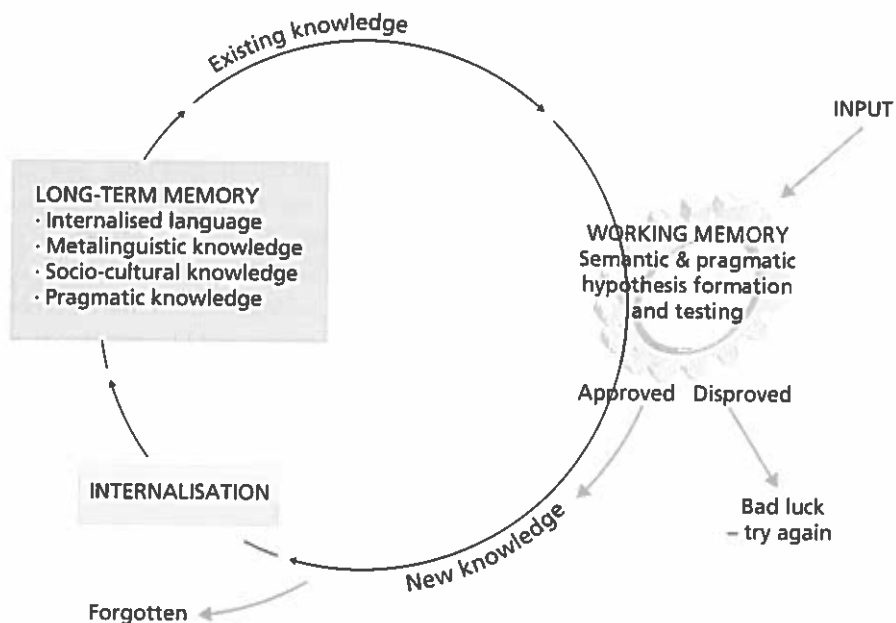


Fig. 2.3. Language acquisition seen as a process of hypothesis forming and testing based on existing knowledge and new input.

The teacher can support the learners' process by using **inductive** grammar exercises that invite the learners to deduce grammar from examples such as text excerpts and dialogues rather than presenting grammar **deductively** to learners as we saw in the traditional Grammar-Translation Method. Inductive exercises encourage the learners to think for themselves. The connection to constructivist learning theories is obvious.

Formerly we have taught grammar through written exercises alone, but also interactive *oral* exercises are essential if learners are to

- internalize grammar and make the structures available for use in spontaneous language production
- understand the difference between spoken and written English (see chap. 3)