

Contents

<i>Acknowledgements</i>	<i>x</i>
<i>Introduction</i>	<i>xiii</i>
1 What is grammar?	1
1.1 Definitions	1
1.1.1 Grammarians	2
1.1.2 Teachers	4
1.2 Types of grammar	5
1.2.1 Prescriptive and descriptive grammar	5
1.2.2 Traditional grammars	6
1.2.3 Phrase-structure grammar	8
1.2.4 Transformational-generative grammar	8
1.2.5 Functional-systemic grammar	9
1.3 Approaches to grammar in the classroom	13
1.3.1 Grammar as rules	15
1.3.2 Grammar as form	17
1.3.3 Grammar as resource	18
2 Grammar and communication	21
2.1 'Good' grammar	21
2.2 Communicative competence	23
2.3 The role of grammar	26
2.4 Grammar as a 'meaning resource'	28
3 Grammar and the syllabus	32
3.1 The role of grammar in language teaching	32
3.1.1 Grammar in the language curriculum	32

Contents

3.1.2	Attitudes to a grammar syllabus	34
3.2	Types of syllabus	36
3.2.1	The structural syllabus	36
3.2.2	The functional-notional syllabus	45
3.2.3	Grammar in the British National Curriculum	48
3.2.4	The lexical syllabus	48
3.3	Developing the syllabus	52
4	Grammar and methodology	61
4.1	Different methodologies	61
4.1.1	The grammar-translation method	62
4.1.2	The Direct Method	62
4.1.3	The oral approach	62
4.1.4	The audio-lingual method	63
4.1.5	The communicative approach	64
4.2	Teaching grammar for communication	65
4.2.1	Learner variables	65
4.2.2	Teacher roles	68
4.2.3	Interactive methodology	71
4.3	Deductive and inductive approaches	74
4.3.1	Deductive approach	76
4.3.2	Inductive approach	76
4.4	Learner-centredness	78
5	Grammar tasks	82
5.1	Criteria for the selection of tasks	82
5.2	Input tasks	85
5.3	Practice tasks	89
5.3.1	Traditional tasks with a difference	89
5.3.2	Affective tasks	95
5.3.3	Cognitive tasks	97
5.3.4	Sensitizing tasks	99
5.3.5	Free tasks	102

Contents

6	Language awareness	106
6.1	What is language awareness?	106
6.2	Why is language awareness important?	107
6.3	Language awareness in the classroom	108
	<i>Further reading</i>	<i>113</i>
	<i>Glossary</i>	<i>115</i>
	<i>References</i>	<i>117</i>
	<i>Index</i>	<i>123</i>