Driving questions: WHAT KINDS OF GRAMMATICAL RULES ARE THERE?

**READING 4**


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**TBL-A5 TEAM BASED LEARNING ACTIVITY 5**

Pair work activity

1. Give your Reading Assignment 4 (RA4) to a classmate and complete the Student Peer Review Activity (SPR-A5). Then, discuss your responses to the questions asked with him/her (in particular, those where your responses differ greatly).

   ✍️ Today I am going to do the Team Based Learning Activity with:

2. Working in pairs, answer the questions as stated below.

   1. In the text, the authors mention three different kinds of grammar. List and explain briefly all three kinds using your own words.
2.- What do the authors mean by the phrase ‘Note that this grammar determines the structural well-formedness of utterances, not their appropriateness’? What do they mean by the term ‘well-formedness’?
3.- The authors argue that ‘Knowledge of pragmatics and language variation is not usually considered to be part of grammar proper’. What are your thoughts in relation to this idea?

4.- How far do you think this file expresses the personal opinion of the authors and how far is an objective statement?
5.- The authors argue that ‘the prescriptive rules make a value judgement about the correctness of an utterance and try to force a usage that aligns with one formal norm’. What do the authors mean by ‘value judgement’?

What are your thoughts in relation to this idea? Do you agree with it? Give reasons for your answer.
6.- Read the following text (CRYSTAL, David (1987): “Grammar”, The Cambridge Encyclopedia of Language, Cambridge: Cambridge University Press. p. 88) and comment on what you have learned after reading it:

Six types of grammar

**Descriptive grammar**  An approach that describes the grammatical constructions that are used in a language, without making any evaluative judgements about their standing in society. These grammars are commonplace in linguistics, where it is standard practice to investigate a ‘corpus’ of spoken or written material, and to describe in detail the patterns it contains.

**Pedagogical grammar**  A book specifically designed for teaching a foreign language, or for developing an awareness of the mother tongue. Such ‘teaching grammars’ are widely used in schools, so much so that many people have only one meaning for the term ‘grammar’: a grammar book.

**Prescriptive grammar**  A manual that focuses on constructions where usage is divided, and lays down rules governing the socially correct use of language […]. These grammars were a formative influence on language attitudes in Europe and America during the 18th and 19th centuries. Their influence lives on in the handbooks of usage widely found today, such as A Dictionary of Modern English Usage (1926) by Henry Watson Fowler (1858-1933).

**Reference grammar**  A grammatical description that tries to be as comprehensive as possible, so that it can act as a reference book for those interested in establishing grammatical facts (in much the same way as a dictionary is used as a ‘reference lexicon’ […]. Several north European grammarians compiled handbooks of this type in the early 20th century, the best known being the seven-volume Modern English Grammar (1909-49) by the Danish grammarian Otto Jespersen (1860-1943), and A Comprehensive Grammar of the English Language (1985) by Randolph Quirk (1920- ) et al.

**Theoretical grammar**  An approach that goes beyond the study of individual languages, to determine what constructs are needed in order to do any kind of grammatical analysis, and how these can be applied consistently in the investigation of a human language. It is thus a central notion in any investigation of linguistic universals […].

**Traditional grammar**  A term often used to summarize the range of attitudes and methods found in the period of grammatical study before the advent of linguistic science […]. The ‘tradition’ in question is over 2,000 years old, and includes the work of classical Greek and Roman grammarians, Renaissance writers, and 18th-century prescriptive grammarians. It is difficult to generalize about such a wide variety of approaches, but linguists generally use the term pejoratively, identifying an unscientific approach to grammatical study, in which languages were analysed in term of Latin, with scant regard for empirical facts. However, many basic notions used by modern approaches can be found in these earlier writings, and there is now fresh interest in the study of traditional grammar, as part of the history of linguistic ideas.
FINAL REFLECTIVE QUESTION: WHAT DID WE LEARN THIS WEEK?

Give an answer, as comprehensive as possible, to the driving question for this week: What kinds of grammatical rules are there?