

ՈՒՍՈՒՅՍԱԸՆ ԵՎ ԴԱՍԱԿԱՆԴԱՆ ՍԵԹՈՂԻԿԱ

GOHAR GRIGORYAN

*International Scientific-Educational Center of the National
Academy of Sciences of the Republic of Armenia,
Chief specialist of the Educational Department
Lecturer of English, Candidate of Philological Sciences*

DIAGRAM INSTRUCTION AS A METHOD TO BETTER GRAMMAR SKILLS

Although we think of instruction in English grammar as a traditional part of education, it is in fact a relatively recent phenomenon and it has a central place within the curriculum for only about the last hundred years. The changing role of grammar is in large part due to changing attitudes toward the language itself. The methods for teaching grammar to a class of college students are not those most appropriate for primary and secondary students. Wisdom and discretion must be used in formulating our plans of instruction. We must also consider our goals carefully.

Key words: understanding and appreciation, diagram, scheme, grammar skills, wisdom and discretion, direct instruction, applied grammar, constructions, tools and competence.

Different methods are appropriate when teaching applied grammar (grammatical knowledge that students apply in their reading and writing). Applied grammar is best taught by teaching, reading, and writing. As students become more experienced readers and writers, their unconscious grammatical knowledge improves as well. There is no point in teaching grammar if students do not understand it, or even worse, if they detest it. Grammar should be made clear enough for students to understand, it should

be interesting and fun as well. How well grammar is taught depends on the wisdom and skills of the teacher. Students should not simply be told about grammar, they should do grammar for themselves. We can adapt similar methods of discovery to the abilities and needs of any great level. We must keep grammatical analysis sufficiently simple so that they can be understood by other students. The purpose of applied grammar study is to help students develop their language skills and the purpose of direct instruction is to provide the students with an understanding and appreciation of the English language.

Primary and secondary school students do not need a sophisticated command of theoretical grammar. Instead, they really need to understand general principles about language and to be acquainted with the major grammatical constructions of the English language.

Diagrams can be a useful tool because they make structures clear but they are not an end themselves. It is not important either to understand all details particularly when those details are complicated. If through their instruction students learn to speak, read and write with competence and confidence, if they gain a better understanding and love of the English

language and if they develop a curious and requiring attitude toward the language then their schooling will serve them well.

They will be well prepared for using the language in everyday life and they will be prepared for whatever advanced linguistic study they undertake in the future.

Now I'd like to introduce some schematic diagrams which have proved to be useful in teaching English grammar.

QUESTION TAGS

Questions may be asked in more than one way. If the person who asks the question does not know the answer (if he is asking the question merely to obtain information), he will use the simple interrogative.

e.g. *Is he busy?*
Did he go to Rome?

Questions tags are short questions at the end of statements. They are mainly used in speech when we want to confirm something or when we want to find out if something is true or not.

Question tags are formed with the auxiliary or modal verb from the main sentence and the appropriate subject pronoun. When the verb of the sentence is in the present or past simple, we form the question tag with **do**, **does** or **did** and the subject pronoun. (see *diagr.1*)

e.g. a) *Helen lives in the USA, doesn't she?*

b) *They sold their house, didn't they?*

A positive statement is followed by a negative question tag, and a negative statement is followed by a positive question tag (see *diagr.1(2,3)*).

e.g. a) *She looks beautiful, doesn't she?*

b) *You don't eat meat, do you?*

In some cases, however, we ask questions to which we expect to receive the answer "Yes". We ask the questions merely to have our ideas or beliefs confirmed. In such cases we make an affirmative statement to

which is added an interrogative negative phrase. (see *diagr.1.2*)

e.g. a) *Miss Green is very busy, isn't she?*

b) *Mr. Green went to Paris, didn't he?*

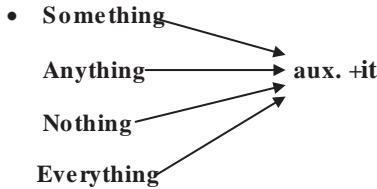
If we expect the answer "No" to our question, we make a negative statement to which is added an interrogative affirmative phrase. (see *diagr. 1.3*)

e.g. a) *Miss Smith isn't very busy, is she?*

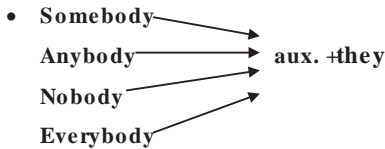
b) *Mr. Green didn't go to Paris, did he?*

Negation can be formed both by means of grammar (*diagr. 1.4*) and by means of lexics when the sentence contains a word with a negative meaning like never, hardly/hardly ever, seldom, rarely, little, etc. (*diagr 1.4*).

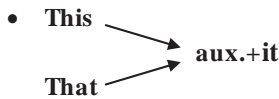
Some verbs/expressions form question tags differently.



e.g. *Something happened to him, didn't it?*



e.g. *Somebody helped her yesterday, didn't they?*



e.g. *This is my book, isn't it?*

- These → aux. +they
- Those →

e.g. *Those are my books, aren't they?*

- Imperative will/won't you

e.g. *Open the door, will you?*
Don't open the door, will you?
Let him open the door, will you?
Let's go to the cinema, shall we?

- I'd → (had) better ----- , hadn't I?
 (would) rather ----- , wouldn't I?

e.g. *I'd better go there alone, hadn't I?*
I'd rather do my shopping tomorrow, wouldn't I?

- Discourse markers (softening and correcting)

I think
 I believe
 I suppose
 I take it
 I wonder
 I reckon
 I guess
 I am afraid
 I feel

the subordinate clause
 predicate takes the

e.g. *I reckon/guess she doesn't respect you, does she?*

I really feel she is making a mistake, isn't she?

I think Tom is a nice boy, isn't he?

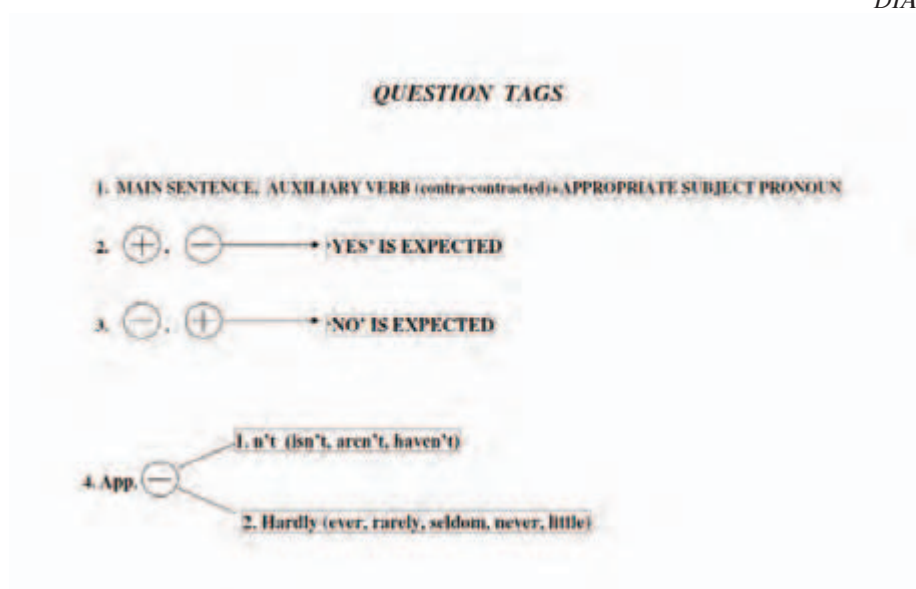
I suppose he is clever, isn't he?

I am sure, he will come in the evening, won't he?

I take it, you won't be coming then, will you?

In that case he'll have to get a new one made, won't he?

DIAGRAM 1



**AGREEMENTS AND DISAGREEMENTS
WITH REMARKS (Diagram 2)**

Agreements with affirmative remarks are made with **yes/so/of course + affirmative auxiliary**. If there is an auxiliary in the first verb this is repeated. If there is no auxiliary do, does or did is used:

e.g. *He goes swimming every day.* – Yes, he does.

Living in Yerevan will be very expensive. – Yes/of course, it will.

That's your mother. – Yes/so it is.

Agreement with negative remarks are made with **no + negative auxiliary**.

e.g. *I haven't spoken to him yet.* – No, you haven't,

The book can't have been translated. – No, it can't.

Mother mustn't be angry. – No, she mustn't.

Disagreements with affirmative remarks are expressed by **no/oh no + negative auxiliary**.

e.g. *They are leaving for London.* – Oh no, they aren't.

There is a lot of work to do. – No, there isn't.

You have been working very hard lately. – No, I haven't.

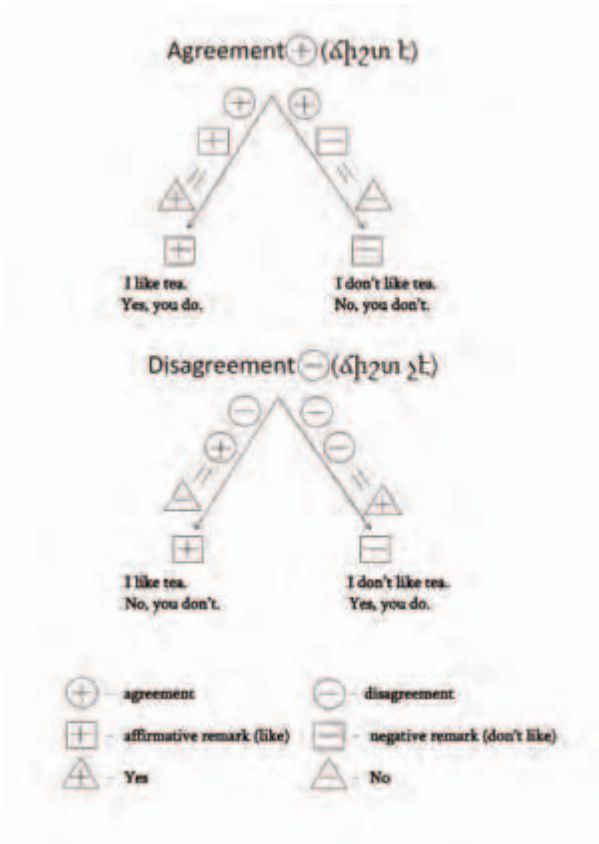
Disagreement with negative remarks are made with **yes/oh yes + affirmative auxiliary**.

e.g. *Chocolate won't make you fat.* – Oh yes, it will.

There isn't any sugar in my tea. – Yes, there is.

My alarm didn't ring. – Oh yes, it did.

DIAGRAM 2



AFFIRMATIONS AND NEGATIONS (Diagram 3)

We can use so to avoid repeating a clause after the following verbs: **be afraid, believe, expect, guess, hope, imagine, suppose, think, it seems/appears, etc.**

e.g. 'Is Alice going to be late? I'm afraid so.'

(=I'm afraid she is going to be late.)

We can form negations in two ways:

- a) negative verb + **so** (I don't expect so)
- b) positive verb + **not** (I guess not)

The negative of the verbs **appear, believe, seem** and **suppose** is formed in

either way.

e.g. 'Is he leaving tonight? I don't suppose so.' or 'I suppose not.'

The negative of the verbs expect, imagine and think is usually formed with negative **verb + so**.

e.g. 'Is Helen working upstairs? I don't think so.'

The negative of the verbs be afraid, guess and hope is formed with positive **verb +not**.

e.g. 'Are you going on holiday this year?' 'I'm afraid not.'

DIAGRAM 3

AFFIRMATION	NEGATION
<i>I think so, I'm afraid so...</i>	<i>(-) verb +so or(+) verb +not</i>
<div>be afraid believe expect guess hope imagine suppose it seems it appears</div> <div>+</div> <div>so</div>	<div>appear believe seem suppose</div> <div>(-) verb + so e.g. Is Helen working upstairs?</div> <div>(+) verb + not e.g. I don't suppose so or I suppose not.</div>
	<div>expect imagine think</div> <div>(-) verb + so</div> <div>e.g. - Is he leaving tonight? - I don't think so.</div>
<div>e.g. - He is going to be late. - I'm afraid so</div>	<div>be afraid guess hope</div> <div>(+) verb + not</div> <div>e.g. - Are you going on holiday this year? - I'm afraid no</div>

RESPONSES WITH NEITHER AND SO (Diagram 4)

In order to avoid unnecessary repetition in the construction we can use so and neither (nor) instead of too or also and either .Suppose that we wish to declare that a statement concerning one person or thing is equally true concerning another person

or thing (or other people or things).

e.g I can go there and you can go there too..

In the above sentence the words **go there** are unnecessarily repeated. Instead we can use other structures.

1. I can go there and you can too.
2. I can go there and so can you.

But after **so** the subject and the auxiliary verb must be inverted.

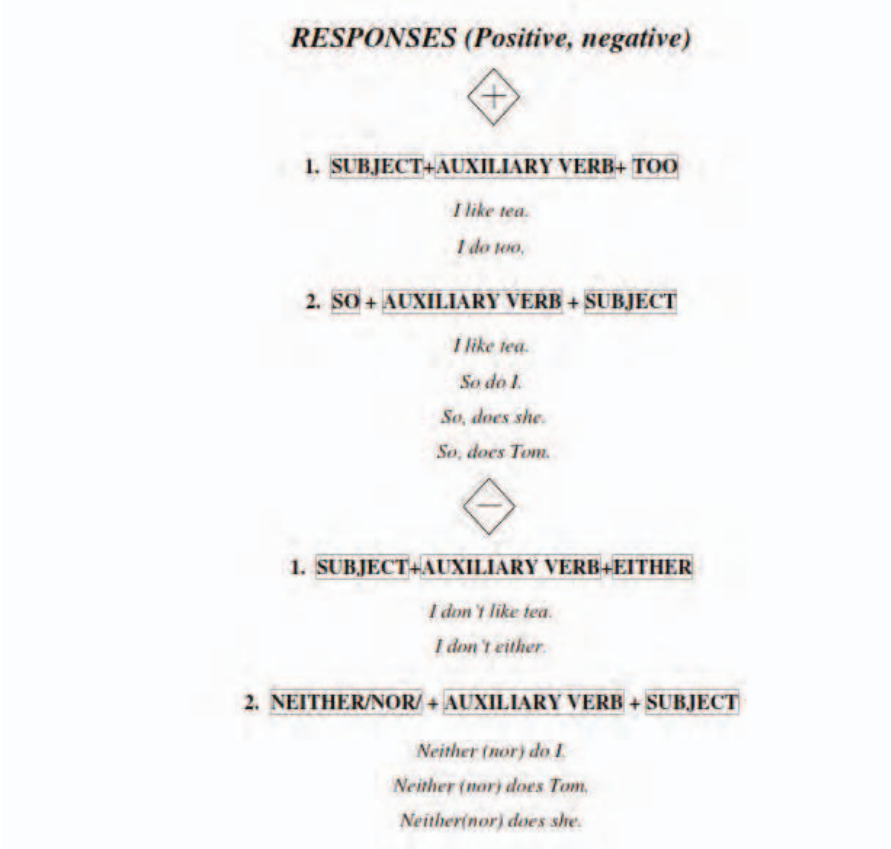
- e.g. I saw the airship.
- 1. My friend did too. or
- 2. So did my friend.

Another construction, similar to that with **so** which has just been described, is the construction with **nor** or **neither**. In this **nor** or **neither** is used instead of **not** either. We use this construction to declare that a statement that is untrue concerning a

person or thing is equally untrue concerning another person or thing (or people or things). As in the case of **so**, the subject and the auxiliary verb are inverted after **neither** or **nor**.

- e.g. I cannot go there. You cannot go there either.
- 1. I cannot go there. You cannot either. **or**
- 2. I cannot go there. Neither (nor) can you.

DIAGRAM 4



BIBLIOGRAPHY

1. Dooley J., Evans V. Grammarway 4. Student's book Express Publishing —1999,—276 p.
2. Swan M., Fully Revised "Practical English Usage" (3rd edition), Oxford University Press, 2009-658p.
3. Thomson A. J., Martinet A. V. "A Practical English Grammar"(4th edition) Oxford University Press, 1988-383p.
4. Alexander L. G., "Longman English Grammar", Longman Group UK Limited, 1988,-374p.
5. Murphy R., "English Grammar in Use", (3rd edition), Cambridge University Press 2004, -379p.
6. Oxford Advanced Learner's Dictionary of Current English (8th edition), Oxford University Press, -1796p.

ՄԽԵՄԱՆԵՐԻ ՈՒՍՈՒՑՈՒՄԸ՝ ՈՐՊԵՍ ՔԵՐԱԿԱՆԱԿԱՆ ՀՄՏՈՒԹՅՈՒՆՆԵՐԻ ՏԻՐԱՊԵՏՄԱՆ ՄԵԹՈԴ

ԳՈՀԱՐ ԳՐԻԳՈՐՅԱՆ

*ՀՀ Գիտությունների ազգային ակադեմիա, Գիտակրթական միջազգային կենտրոն,
ուսումնական մասի գլխավոր մասնագետ,
բանասիրական գիտությունների թեկնածու*

Հոդվածում ներկայացվում են անգլերենի ուսուցման հմտությունների զարգացման մի քանի սխեմաներ, որոնք ժամանակի ընթացքում ապացուցել են իրենց արդյունավետությունը: Ուսանողների համար տվյալ սխեմաների գործածությունը լեզվի ուսուցման տարբեր էտապներում կարևոր մեթոդ է՝ ըմբռնելու քերականության գլխավոր սկզբունքները: Սխեմաներն ավելի մատչելի են դարձնում քերականական կառույցների ուսուցումը և օգնում են ուսանողին ավելի վստահորեն օգտագործել գիտելիքներն առօրյա կյանքում և հետագա ավելի խոր ուսումնասիրության գործընթացում:

Հոդվածի ներկայացման տարեթիվը՝ 14.03.2015

ОБУЧЕНИЕ СХЕМ, КАК МЕТОД ОВЛАДЕНИЯ ГРАММАТИЧЕСКИМИ НАВЫКАМИ

ГОВАР ГРИГОРЯН

*Национальная Академия Наук РА,
Международный Научно-Образовательный Центр,
главный специалист учебной части, преподаватель английского языка,
кандидат филологических наук*

В данной статье рассматриваются некоторые схемы, которые зарекомендовали себя как весьма продуктивные в деле развития навыков при изучении английского языка. Использование приведенных схем является важнейшим средством для понимания основных грамматических явлений на разных этапах изучения языка.

Схемы упрощают синтаксические конструкции и являются хорошим подспорьем для всех учащихся, которые в дальнейшем будут обращаться к ним как в обыденной речи, так и при более глубоком изучении иностранного языка.

Дата представления статьи: 14.03.2015