

METHODS OF GRAMMAR INSTRUCTION

The main reason we study grammar is that we, human beings are curious and want to learn more about ourselves. Curiosity about what we are and what kind of world we inhabit has led humans to study such fields as psychology, biology, history, and linguistics. In particular the discovery of how complex and yet elegant our grammars are will give us an appreciation of humanity's achievement in creating this marvelous instrument. Our language knowledge is mostly unconscious, not conscious, but the best way to become a good writer or speaker is to read widely and practise often.

Key words: *marvelous, conscious, enlightened choices, goals, diagrams, insight, instruction, teaching, discovery, high-school-age, adapt, material, theoretical grammar.*

Conscious grammatical knowledge can help us to understand what we are doing and allow us to make some enlightened choices. Knowledge of grammar can also give us a tool or analyzing our writing and a vocabulary for discussing it.

Another practical goal is to gain a background for teaching grammar in the schools. There is still one final reason for studying grammar, and that is that it can be a very exciting and even pleasurable activity.

There is no point in teaching grammar if students do not understand it or, even worse, if they detest it. Two primary goals of grammar teaching are for students to gain insight into the workings of the English language and to gain love for it as well. Grammar instruction that fails to accomplish these goals is worse than useless. This is the reason why teachers

1.should involve students in discovering

grammar. Grammar-as-discovery is the best teaching method in the schools as well as in college courses. Students should not simply be told about grammar; they should *do* grammar for themselves,

2. should make it clear. Analyses that is appropriate for college students would not always be clear to high-school-age or younger students. Teachers must keep grammatical analyses sufficiently simple so that they can be understood by their students.

3. should make it fun. The more the teachers involve students in making discoveries for themselves, the more likely they are to accomplish their goals.

4.should adapt and supplement the available materials. Mandated textbooks may include some of the worst features of traditional grammar. Good teachers can adapt those materials to worthwhile purposes, and they can provide their own supplementary exercises and discussions as well. They can also use many innovative and nontraditional strategies.

5. should not lose sight of real goals. The purpose of applied grammar study is to help students develop their language skills, and the purpose of direct instruction is to provide students with an understanding and appreciation of the English language. Training in advanced linguistics is not a goal of the schools. Primary and secondary students do not need a sophisticated command of theoretical grammar. Instead, they really need to understand the main principles about language and be familiar with the major grammatical constructions of our language.

This is the reason why we consider

diagrams a useful tool. They make the material clear and the students usually enjoy drawing them. If through their instruction students learn to speak, read and write with competence and confidence they gain an understanding and love of the English language, thus developing a curious and inquiring attitude toward language. Their schooling in this case serves them well. They will be well prepared for using language in everyday life, and will be prepared for whatever more advanced linguistic study they undertake in the future.

AGE

We most often talk about people's ages using the following structures.

① be +number

She is thirty.

He is fourteen.

② be +number+years old

He is fifty years old.

③ ★be +smb's age

When I was your age.

In other structures at is used before age.

④ at the age of+number

He could read at the age of five.

⑤ A woman of forty.

A boy of nine.

Note: The two boys are the same age.

At an early age.

How old are you?

LAST

It has proved to be very productive to introduce the word **last** as follows.

1.last as a regular verb

Last-lastest lasted (լսել)

e.g.. The meeting lasted two hours.

2.last + a time word (աւցյալ)

last week, last year, last month, last time, etc.

e.g. I met an old friend of mine last

week.

Note: Here **last** is used without a definite article.

3.THE last +noun (վերջին)

the last hope, the last time, the last week, the last day

e.g. We spent the last week of our holiday at a nice hotel.

4.a) Last+ ստորոգյալ (միջադաս է)

In the sentence before the predicate verb, last means վերջին անգամ and is equal to for the last time at the end of the sentence.

e.g. I last saw him two years ago=I saw him two years ago for the last time.

b)First-P.I=for the first time (առաջին անգամ)

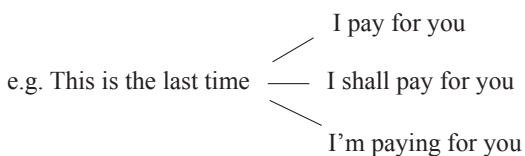
Last can be contradicted to first in the middle of the sentence and for the first time at the end of the sentence.

e.g. I first met him two years ago=I met him two years ago for the first time.

Note: The past Indefinite tense is used in **last=for the last time**, and **first=for the first time** structures.

5. This is the last time is followed by the Present Indefinite, the Future indefinite or the Present Continuous tense forms.

DIAGRAM 1



This can be compared with '**This is the first time**' structure which, as a rule, is followed by the **Present Perfect** tense form.

e.g. This is *the first time I have driven* a car.

OTHER ANOTHER

When introducing these words great attention should be paid to the different meanings of the word **other**. On the one

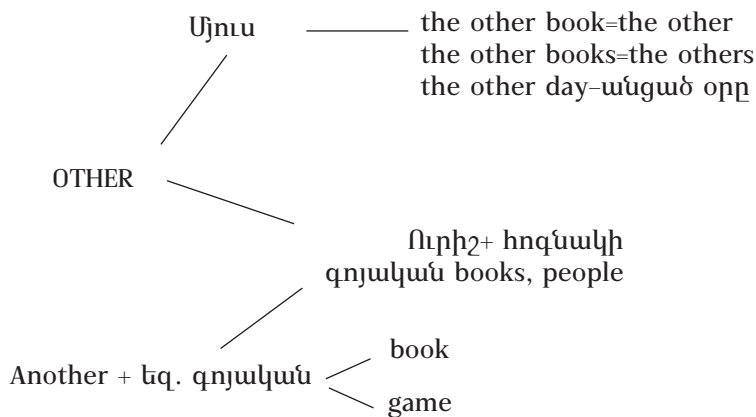
hand it means **մյուս**, and on the other hand it means **նրիշ**. When meaning **մյուս** it is proceeded by the definite article the and can be used without a noun.

When it means **նրիշ** it is proceeded

by a zero article and is followed by a plural noun.

In this sense we use another (an=մի) for singular nouns.

DIAGRAM 2



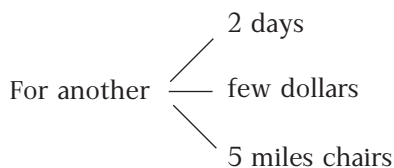
e.g. Some boys like football, others don't.

Some of the boys in our group like football, the others don't

*However we can use another before a plural noun in expressions with few or a number (1,2,3) which means **ևս մի**:

DIAGRAM 3

*But



e.g. *I liked the place so much that I wanted to stay there for another 2 days.*

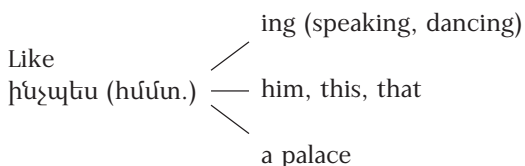
LIKE -AS

Non-native speakers often have difficulties when dealing with the choice of **like** and **as**.

Like is a preposition and can be followed by a noun, objective pronoun and an- ing form.

Like is used for similarities.

DIAGRAM 4



e.g.

1) It sounds like a child crying.

2) Do it like this

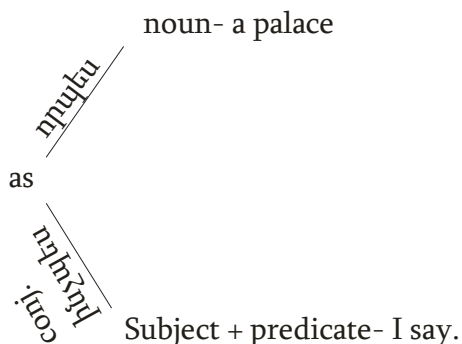
3) Our house is like a hospital, everyone is ill.

As on the one hand is a conjunction and is followed by a **subject+predicate**, and on the other hand it can be a preposition and is followed by a noun. The choice here depends on the lexical meaning of the words.

As is used to say what smb. or smth really is and means (որպես)

Like is used for comparison and means **ինչպես**. As a conjunction as means **ինչպես**:

DIAGRAM 5



e.g.

1) This building was used as a hospital during the war.

2) Do as I say and everything will be all right.

After feel, look, smell, sound, taste
+like+ noun it means, *núg nr:*

feel	}	<i>like + noun</i>
look		
smell		
sound		
taste		

e.g. *It feels like silk.*

It looks like rain.

It smells like a rose.

It tastes like a chicken.

It sounds like fun.

*regard.... I regard her as my best friend

*like smb/smth doing smth. It sounds like a baby crying.

*like=such as. Some sports, such as football, are popular all over the world.

BE LIKE-BE ALIKE

LOOK LIKE-LOOK ALIKE

1. **Like** is a preposition with different manifestations.

BE LIKE-ներքին նմանություն

LOOK LIKE-արտաքին նմանություն

BE ALIKE-միմյանց նման լինել ներքինով

LOOK ALIKE-միմյանց նման լինել արտաքինով

***Note** that a in alike corresponds to Armenian միմյանց. Consequently the subject in these structures should be in the plural

e.g. *I am like my mother but My mother and I are alike*

I look like my mother but My mother and I look alike.

2. **Like** is also used in questions.

We use **what +be... like** to ask for a description of smb's character.

e.g. *What is Tom like? He is pleasant and friendly.*

We use **what +do...look like** to ask for description of smb's physical appearance

e.g. *What does he look like? He is tall, with black hair and black eyes.*

When asking about the weather we use **'what+be +the weather like?'**

e.g. *What was the weather like yesterday? It was cold yesterday.*

He is a clever boy. What is he like?

He is a tall boy. What does he look like?

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*ՀՀ գիտությունների ազգային ակադեմիա, գիտակրթական միջազգային կենտրոն,
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Հոդվածում ներկայացվում են այն հիմնական պատճառները, թե ինչու են սխեմաներն օգտակար գործիք համարվում: Նրանք նյութն ավելի հստակ են դարձնում, իսկ ուսանողներին սովորաբար դուր է գալիս սխեմաներ նկարել: Սխեմաները կօգնեն ուսանողներին ընկալել տարբեր քերականական երևույթներ և ուսումնասիրել լեզուն տարբեր փուլերում: Նրանք կկարողանան լեզուն առօրյա կյանքում գործածել և կլինեն ավելի առաջադեմ լեզվական ուսումնասիրություն կատարելիս:

МЕТОДЫ ОБУЧЕНИЯ ГРАММАТИКИ

ГОАР ГРИГОРЯН

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В статье представлены основные причины того, почему диаграммы считаются полезным инструментом. Они делают материал понятным, и студентам обычно нравится их рисовать. Эти диаграммы помогут студентам понять различные грамматические явления на разных стадиях изучения языка. Их обучение в данном случае послужит им хорошую службу. Они будут хорошо подготовлены для использования языка в повседневной жизни и готовы к более продвинутому лингвистическому исследованию в будущем.