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**ENGLISH GRAMMAR
IN PRACTICE
TEACHER'S GUIDE
PART I**



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Ձեռնարկը հրատարակության է երաշխավորել ԵՊՀ
միջմշակութային հաղորդակցության անգլերենի ամբիոնը և
ռոմանագերմանական բանասիրության ֆակուլտետի խորհուրդը:

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	բ.գ.թ. դոցենտ	Մ. Յաղոբյան
	բ.գ.թ. ասիստենտ	Ա. Խաչատրյան
		Լ. Մադոյան

Խմբագիր՝ բ.գ.դ., պրոֆեսոր Շ. Պարոնյան

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Սույն մեթոդական ուղեցույցը նախատեսված է «English Grammar in Practice: Teacher's Guide (Part I)» (Երևան 2015) դասագրքով համալսարանի անգլիական բաժնում գործնական քերականություն դասավանդող դասախոսների համար: Մշակված մեթոդական ցուցումները կօժանդակեն քերականական նյութի ճիշտ մատուցմանը և կնպաստեն դասագրքում ընդգրկված քերականական վարժանքները արդյունավետ ուսուցանելուն:

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PREFACE

“*English Grammar in Practice: Teacher's Guide*” (Part I) is a methodological aid for teaching practical grammar at university. Intended to be used in English Grammar classroom, the methodological material of the guidebook is structured according to the students' book "English Grammar in Practice (Part I)". The guidebook can prove to be useful in the teaching process since it contains:

- ✓ suggestions for classroom work,
- ✓ notes on key terminology,
- ✓ recommendations for classroom activities,
- ✓ answers to the exercises included in the textbook

“*English Grammar in Practice*”. (Part I)

Each unit of the guidebook contains an overview, warm up exercises, key terminology and answer key to the exercises in the students' book. The general notes and instructions for teachers are aimed at making the process of teaching grammar more effective.

Teaching grammar does not mean lecturing on grammatical patterns and terminology. Nor does it mean bestowing knowledge and being an arbiter of correctness. Teaching grammar presupposes enabling students to make sense of a huge, puzzling construct which is called language. Having practical knowledge about grammar, students of English can get engaged in various activities that enhance usage abilities in all skill areas. Moreover, proficiency in English grammar is an efficient way to promote easy and confident communication.

Studying the problem of teaching grammar, Y. Nachiengmai states that in presenting grammar, teachers should be aware that they teach grammar but not teach about grammar. He quotes Lewis stating that

"language learning is more important than language teaching"¹.

According to Nachiengmai, the main aim in grammar teaching is to enable students to achieve linguistic competence and to be able to use grammar as a tool or resource in the comprehension and creation of oral and written discourse efficiently, effectively, and appropriately according to the situation.

He claims that in classroom grammar explanations should be presented clearly in simple, non-technical language. Nachiengmai agrees with Garner (1989:209)² that teachers should also be very careful about when and how they should explain grammatical rules, otherwise, it may cause more confusion or prove counter-productive for learners due to the exceptions to grammatical rules.

One may be puzzled by the following statement made by Lewis (1986:15)³: "In many ways language teachers are the worst possible people to teach languages." No doubt the author wants to point out that language teachers are worst in the sense that they know their subject so well that they forget the abilities of their learners. Therefore, if the explanations are given too quickly, learners may feel confused rather than benefit from the teachers' efforts.

Lewis also states that teachers should (ibid:20) "stop explaining, start exploring". Nachiengmai interprets this statement by saying that teachers do not need to explain everything. Wise teachers know that grammar rules are only a small part of the understanding process⁴.

¹ https://www.teyl-j.org/service/course_E/modules/2/s3_tast10_6_TheTeachingOfGrammar.htm

² Garner, M.(1989). Grammar: Warts and All (2nd Ed). Melbourne: River Seine.

³ Lewis, M.(1986). The English Verb: An Exploration of Structure and Meaning. UK: Language Teaching Publication.

⁴ https://www.teyl-j.org/service/course_E/modules/2/s3_tast10_6_TheTeachingOfGrammar.htm

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