

***English grammar is not as difficult  
as it may seem***

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- *Situation in Slovakia*

- *experience*

- *communication???*

- *grammar is difficult, „I don't like it!“*

- *research (2000, 2013)*

- *emphasis on DEC (learners - teachers)*

- *understand functions - differences*

- *how to teach it better?*

# Causes of problems

(lingvistic, pedagogical, personal)

Why aren't students able to use the grammar they have learnt?  
Why do they find it more difficult than it really is?

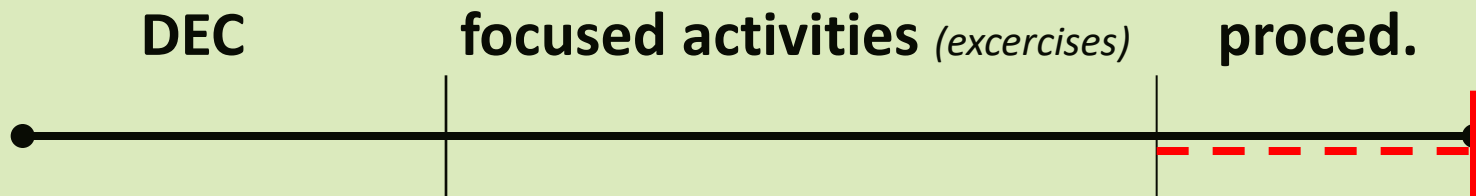
## 1. Grammar YES or NO ?

- in Slovakia YES (shortcut, lack of input)
- young learners NO

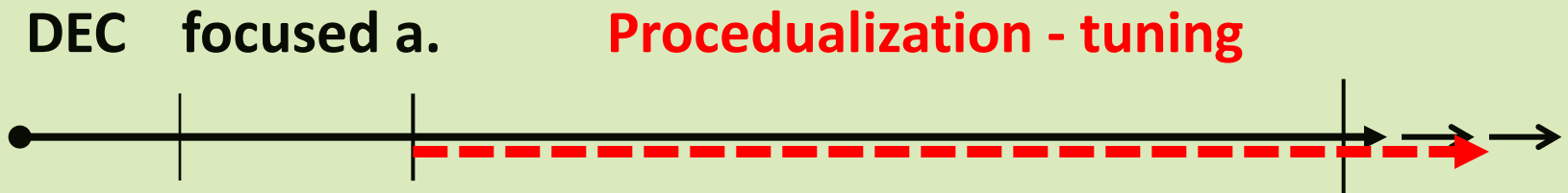
**DEC** → **PRO** → **Tuning**  
(rules)                      (usage - automatization)

# 1. Why students can't use grammar?

## Traditional teaching



## Johnson's model



## 2. Why students don't understand DEC

1. DEC
- 1. how to create structure (have + ed)
  - 2. function (how and when to use them correctly)

DEC → PRO + tuning (context !!!)

### PRO

- *must be at school* - „I can use it!“ 😊
- *behavioristic* - „I should know it, we have learned that!“

→ *barriers, self-confidence ...*

# Why students don't understand E. grammar

## 2. Interlingual differences (SL x EL)

- Not in textbook – teacher 's task (L1 ?)
- Transfer – function (*What are you reading?*)
- Avoid interference (*It tastes delicious. deliciously*)
- **SK book for teachers ?** (your examples ?)

## 3. English linguistics

- Not unified (SJÚLŠ SAV)
- Different definitions, classifications ....

—————> **different explanations in textbooks !!!**

(A. Kudriova)

(SL – definitions in various books are the same )

## Why students don't understand E. grammar

### 4. Basic differences SL - EL

*SL synthetic*

x

*AJ analytic*

- *strict, fixed rules*



- *flexible, dynamic*

(„musí, nemôže, nikdy ...“)

(„normally, usually, tendency...“)

- *subjective*

- *contextual*

(I live in Nitra. – I am living in Nitra.

Have you done your Hw? – Did you do ...?)

**ambiguity tolerance**

## Why students don't understand E. grammar

### 5. Education

- *traditional (memorization – thinking)*
  - *transfer learning strategies*
    - *memorize strict rules (EL – flexible rules)*
    - *„add“ rules (don't analyze)*
    - *PRO is not necessary (L1)*
- lack of - flexibility
- contextual thinking
  - ambiguity tolerance
- + different explanations in textbooks
- = chaos → memorize !!



## 6. textbooks

- no transfer from SL
- different explanations in different textbooks
- different place of grammar (Teacher must adapt)
- lack of contextual activities / exercised ???

## Why students don't understand E. grammar

### 7. Teachers (education in SK)

#### - their beliefs, opinions

- emphasize DEC, correctness (*barriers, selfconfidence !!!*)
- Language learning = vocabulary, grammar, exercises, translation (traditional)
- *whatever you learn – use actively !!!*
- *quantity x quality !!!*

#### - „traditional“ education (+ EL methodology)

- descriptive, prescriptive
- *didactic thinking, flexibility, problem-solving ...*
- **learner-centred teaching**

#### - copy their role-models (traditional ???)

- *critically analyse, introspection, empathy ... (Saint-Exupéry)*
- *find a new role-model*

#### - DEC – easier, faster ... PRO – time consuming ...

#### - „products“ of traditional education – similar problems...

*Thank you!*

