

Grammar Teaching Strategies Based on the Three-Dimensional Grammar Perspective in Senior High school

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Abstract

Grammar learning is an important stage of language learning. Grammar teaching should be combined with the three-dimensional dynamic grammar view of “form, meaning and use”, and should be carried out in the context of thematic meaning and thematic discourse. This essay discusses how to experience the grammatical form in the discourse context, perceive the grammatical meaning in the deep meaning processing, and internalize the grammatical use in the ex-pression of the results of thinking, so as to improve the effectiveness of grammar teaching.

Keywords

Three-dimensional grammar perspective; grammar teaching strategy; attributive clause

1. Introduction

Grammar is an important aspect of language learning. But English teachers usually emphasize form learning without the context, ignoring the learning of meaning and use. Form is easy to be acquired, but it is not sufficient. Students may have grasped correct grammar form, but they do not know its right meaning and how to use it. The accuracy and appropriateness of understanding and expressing is diminished. English Curriculum Standard towards Senior high(2020)points out that the goal of grammar instruction is to assist students in further consolidating and expanding their existing knowledge of grammar, based on the particular context of how grammar knowledge should be used to understand and express meaning. It also explicitly proposed language use oriented instruction that is “form, meaning, and use” of three-dimensional perspective. This was done in order to further strengthen students’ awareness of English grammar.

Current grammar teaching still has discrepancy with what the standard advocates. Hence, directed by the English Curriculum Standard towards Senior High(2020),

this paper uses the teaching of attributive clause in senior high school as an example to explore strategies for experiencing grammatical forms in discourse contexts, understanding grammatical meaning through deep semantic processing, and internalizing grammatical usage through the expression of thought outcomes, in order to enhance the effectiveness of grammar teaching. incorporating the applicable criteria that follow.

2. Literature Review

2.1. Three-dimensional grammar theory

2.1.1 Definition of Three-dimensional grammar theory

Scholars have different opinions about grammar. Chomsky's [1] definition of grammar is that grammar is a system of rules which mainly regulates the formation, use, and understanding of sentences. Ur [2] pointed out that grammar is a set of rules that specify how words (or parts of words) can be used in conjunction or altered to generate appropriate meaning units in a language. According to Hu [3], understanding grammar as a dynamic system as opposed to a static one is a skill that students must possess in order to employ grammatical structures correctly and effectively.

Larsen-Freeman [4] pointed out that grammar is not static language knowledge, but a process of language skills and dynamic application, which is called "grammaring", namely a kind of form and semantic accuracy as well as the ability to use grammatical structures appropriately. Based on the concept of grammaring, Larsen-Freeman holds that grammar consists of three aspects: morph-syntactic form, semantics and pragmatics, which are interrelated and dependent. That was called three-dimensional grammar perspective of form-meaning-use. Form mainly deals with the composition of grammatical items, including the phonetic symbols and written symbols etc; Meaning is what the grammatical items intend to convey; Use has two levels of meaning: one means to discuss the situations in which the grammar item can be used. It pays attention to when the grammatical items are used and why use them; the other is to design a variety of grammar using activities for students and teachers, emphasizing the dynamic using of grammar. Form, meaning and use are interactive with each other, which consists of a dynamic grammatical system.

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2.1.2 Relative studies on Three-dimensional grammar theory

As Robinson[5] said, in a real classroom, teachers should grasp the key moments of teaching and cultivate students' ability to produce after mastering grammar rules instead of just imitating. Vries[6] believed that there should be three main components to grammar instruction: form, meaning, and use. He argued that teachers should pay special attention to enabling students “apply” grammar in certain contexts. Su[7] argued that Three-dimensional Grammar Theory used in teaching is superior to traditional grammar-translation method instruction in both output tasks and perceptual recognition tasks of language acquisition. Wu and Wang [8] demonstrated the relationship between grammar knowledge and grammar skills in combination with language learning and language use. Bian [9] explored the integrated grammar teaching practice based on the understanding and expressing of grammar meanings. He took the grammar of cohesive words to demonstrate how to put the theory into practice. Yu [10] investigated the current situation of grammar teaching in senior high school and demonstrate the practical use of the theory by taking relative clause teaching as an example.

3 Grammar teaching practice based on the three-dimensional grammar perspective

Taking the attributive clause teaching from Foreign Language Teaching and Research Press Senior High School Book one Unit 4 as an example, the author explain the teaching practice based on the three-dimensional grammar perspective.

3.1 Teaching objectives

After this class, students can:

1. Observe the form of attributive clause and conclude the meaning of the relative

pronouns in the context of Click for friends.

2. Use attributive clause to rewrite sentences and describe pictures.

3. Write a text to talk about how to make friends or how to maintain friendship, to form correct concept about friends.

3.2 Teaching process

3.2.1 Experiencing the form of the grammar in context

This stage is input stage for students to input the target grammar point. The teacher surround the thematic context to guides students to perceive and notice, acquire and analyze, summarize and conclude. The prior knowledge and experience of students is activated. And the necessary background knowledge is provided to students.

First of all, the teacher guides students to read the text that students learned last class and underline the sentences:

(1) What if the only way of getting news from faraway friends was writing letters that took ages to be delivered?

(2) We can move around the world and still stay in touch with the people that we want to remain friends with?

(3) The digital age also enables us to find people who share our interests, such as collecting.....

Then the teacher asks students two questions. One is about the discourse, which is “what have you learned from the text?”. This question aims to activate the thematic meaning and review the discourse. Another one is about the language, which is “what do these sentences share in common?” Then the teacher guides students to find the rules from the structure of the sentences, so that they can internalize the grammar form.

According to the New Standard, teachers should present the new grammar knowledge in context, and guide students to observe the form, meaning and pragmatic functions. Cheng[11] point out that English teaching should connect students’ knowledge, experience and emotion with the target content. So the teacher present the grammar in the discourse that students have learned. In order to highlight the target grammar, the teacher can use underscore, different fonts and color etc to attract students’ attention and assist them to discover the rules.

3.2.2 Sensing Grammatical Meaning in Deep Meaning Processing

In this stage, the teacher guide students to do description, illustration, analysis and judgement activities surrounding the theme and the new knowledge. In this way, students can internalize the language knowledge and cultural knowledge, and also consolidate the use of new structure.

Thus the stage is to guide students to practice. Firstly, students need to rewrite the underlined sentences with “that, which, who, whom or whose” in the text.

Lucy is my friend. She has a hearing problem. When she first came to my school, she

seemed lonely, but we soon became friends. At first it was difficult to communicate with her. So I learnt a new language. It allows me to “speak” with my hands. Lucy is a smart girl. Her ideas are always inspiring. I sometimes have problems. I can’t solve them. When this happens, I always ask Lucy for help. Lucy is a good listener. I enjoy sharing moments of my life with her.

After checking the answer, students are required to discuss in groups. They need to understand the meaning of the attributive clauses and talk about the special usage of them. Secondly, students need to watch a video which chosen from a TV series Friends and fill the blanks (that, which, who, whom or whose) according to the video content.

According to the New Standard, there are five skills that students need to develop: listening, speaking, reading, viewing and writing. Listening, reading and viewing are comprehensive skills. In this stage, the teacher surrounds the theme, using multi-modal discourse to present real context. Students comprehend the message, language knowledge, attitude with their listening and viewing ability. There are many attributive clauses used in this video, which help students consolidate the mastery of the form and the meaning of the grammar point.

3.2.3 Internalizing the using of grammar in the expressive activities

In this stage, the activities which beyond the discourse guide students to use the target grammar comprehensively. Students can express their own opinions, their emotion and attitude by imaging, innovating, judging and evaluating etc. Through these activities to have a deep understanding of the theme.

The teacher design two activities to help students make clear and master the use of attributive clause. First, the teacher provide a new discourse which talk about friendship. Students need to fill the correct relative pronoun. After that, teacher guides students to analyze the structure, language future and theme and ask a question: Why are so many attributive clauses used in the passage?

A Bond Beyond Measure

Friendship, a bond transcends the boundaries of time and space, is one of the most cherished aspects of human life. It is a relationship is built on mutual trust, respect, and understanding, are the foundations of any strong and lasting connection.

Friends are those individuals with we share our deepest thoughts and feelings, often providing a safe haven in times of need. They are the ones know us better than we know ourselves, and their insights, which are often gained through years of shared experiences, can be invaluable in helping us navigate through life’s challenges.

The essence of friendship lies in the ability to support each other through both the highs and lows of life. Friends are there to celebrate our achievements, no matter how small they may seem, and to console us when we face disappointments. They are the ones, through their unwavering support, help us to grow and evolve as individuals.

One of the most significant aspects of friendship is the ability to be honest with one

another. True friends are those are not afraid to tell us the truth, even when it may be difficult to hear. Their honesty, which is often delivered with care and consideration, is a testament to the strength of the bond between friends.

Friendship also involves a sense of loyalty and commitment, which is demonstrated through actions rather than words. Friends are the ones stand by our side, regardless of the circumstances, and their loyalty, which is often tested over time, is what makes the relationship so strong and enduring.

The memories created within the context of friendship are priceless. They are the moments, often filled with laughter and joy, that we look back on with fondness and gratitude. These memories, which are the result of shared experiences and adventures, become the fabric that weaves the tapestry of our lives.

Moreover, friendship has the power to transform lives. It can provide a sense of belonging and purpose, which is particularly important for those who may feel isolated or alone. The companionship offered by friends, which is often a source of comfort and solace, can make all the difference in one's journey through life.

In conclusion, friendship is a complex and multifaceted relationship enriches our lives in countless ways. It is a bond is built on trust, honesty, and loyalty, and it is these very qualities, which are often exemplified through the actions and words of our friends, that make friendship such a treasured part of the human experience.

Through the activity above, students can consolidate the form and meaning of attributive clause. They can also experience the function of attributive clause in argumentation texts: giving clear explanation to something, which accords with the characteristics of argumentation.

Then students discuss in their groups to talk about their friendship with friends. They need to use the attributive clause in their speech. They can introduce their best friends, their friendship, the impressive things between them. Then the teacher invites some students to give their presentation. And after class, students need to write down their presentation and exchange with their students. They need to evaluate other's text surrounding the use of attributive clause, the argument of their text.

Grammar knowledge is the unity of form, meaning and use. The aim of students learning grammar is to use grammar effectively to comprehend and express meaning[12]. Larsen-Freeman points out that providing feedback is an important function of teaching. The teacher set the stage of teacher-students evaluation and students-students evaluation. Students can consolidate the form, meaning and use of the target grammar through error correction.

4. Conclusion

The "Form-Meaning-Use" three-dimensional dynamic view of grammar advocated by the New Standard points out that English grammar teaching should be led by thematic context and supported by discourse. In the preparation for the grammar

classroom, teachers should first establish a theme related to students' life, and deeply understand the thematic meaning of the topic. Teachers should also design teaching activities closely related to the topic so that grammatical knowledge can be effectively reproduced in the discourse and activities.

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