

How distinct are the goals of grammatical theory, descriptive grammars of specific languages, and pedagogical grammars?

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Abstract

This article sought to answer the question raised at the onset of this work. It intended to examine the objectives for learning grammar and to make clear contrasts between the goals of grammar theory, descriptive grammars, and pedagogical grammars. The goal of pedagogical grammar is to present the essential rules that operate relatively well while ignoring exceptions. While descriptive grammar seeks to convey the grammar that underpins real language usage, practical grammar aims to define grammatical rules that are essential for comprehending and forming sentences, and theoretical grammar aims to explain these rules.

Furthermore, this paper presented a brief historical review of grammar and investigated the general features of language as well as the principles and structure of grammars. This grammar analysis discovered that teaching grammar is the key problem since learning a second language is not as efficient as learning the mother tongue language. Linguists regard second language instruction as difficult since a student can only read and write the taught language while spoken language is not properly supported. Grammar theory explores how previous grammar connects to contemporary grammar. It was discovered that certain previous descriptive grammar systems have been simplified by new grammar systems. There have been issues in grammar concerning how semantics connect to grammar, that might support the claim that the syntactic feature is owing to grammar theory.

المخلص:

سعى هذا المقال للإجابة على السؤال الذي أثير في بداية هذا العمل. كان الغرض منه فحص أهداف تعلم القواعد وإيجاد تباينات واضحة بين أهداف نظرية القواعد ، والقواعد الوصفية ، والقواعد التربوية. الهدف من القواعد التربوية هو تقديم القواعد الأساسية التي تعمل بشكل جيد نسبيًا مع تجاهل الاستثناءات. بينما تسعى القواعد الوصفية إلى نقل القواعد النحوية التي تدعم الاستخدام الحقيقي للغة ، تهدف القواعد العملية إلى تحديد القواعد النحوية الضرورية لفهم وتشكيل الجمل ، وتهدف القواعد النظرية إلى شرح هذه القواعد..

علاوة على ذلك ، قدمت هذه الورقة مراجعة تاريخية موجزة للقواعد وبحثت السمات العامة للغة وكذلك مبادئ وهيكل القواعد النحوية. اكتشف تحليل القواعد هذا أن تدريس القواعد هو المشكلة الرئيسية لأن تعلم لغة ثانية ليس بنفس كفاءة تعلم اللغة الأم. يعتبر اللغويون أن تعليم اللغة الثانية أمر صعب نظرًا لأن الطالب يمكنه قراءة وكتابة اللغة التي يتم تدريسها فقط بينما لا يتم دعم اللغة المنطوقة بشكل صحيح. تستكشف نظرية القواعد النحوية كيفية ارتباط القواعد السابقة بالقواعد المعاصرة. تم اكتشاف أن بعض أنظمة القواعد الوصفية السابقة قد تم تبسيطها بواسطة أنظمة قواعد جديدة. كانت هناك مشكلات في القواعد تتعلق بكيفية ارتباط الدلالات بالقواعد ، والتي قد تدعم الادعاء بأن الميزة النحوية ترجع إلى نظرية القواعد

Introduction

This piece of work explains the history of grammar and provides the various reasons for learning grammar. It demonstrates a discussion of the general properties of language, principles, and structure of grammar. It focuses on the grammatical framework, grammar theory, descriptive grammar, and pedagogical grammar. The purpose of this essay is to describe various reasons for exploring grammar and to analyze various points of view that can only be explained by grammar theory. The analysis of the reasons for exploring grammar, books, articles, and other resources that were used helps to explore whether grammar helps students in formulating grammatical rules that they use in understanding grammar or not. An example of this can be found in Hinkle and Fotos (2002), who

claimed that the students are equipped with the necessary tools in both theory and practice in grammar as a result of exploring grammar.

This work is centered on the argument arising from linguists' considerable and highly sophisticated work on generative grammar. Also, this paper exposes the different grammar perspectives for the concerned linguists. While Stern (1983) argued that grammar can be divided into two categories: practical and theoretical, and that the goal of practical grammar is to describe grammar rules necessary for understanding and formulating sentences, the goal of theoretical grammar is to explain these rules. On the other hand, Huddleston (1984) claimed that descriptive grammar aims at presenting the grammar that underlies actual usage of speakers of the language. Willis (2003) considers the aim of pedagogical grammar to be to provide the important rules that work reasonably well without paying too much attention to exceptions.

Historically, grammar refers to the description of the structure of a certain language, which consists of sounds; the meaningful combination of the sounds into words or partial words known as morphemes; and the arrangement of these morphemes into phrases and sentences, referred to as syntax (Freeman, 2003). Institutional grammars for speakers of a standard language have been regarded as prescriptive rather than descriptive, as they have popularized many unsound notions due to a failure to take into account common usage (Wells, 2000). Also, they do not distinguish between language styles and different levels like standard, substandard, or nonstandard; formal or colloquial; or dialect differences.

Grammar was studied for the first time around the fourth century B.C. in India with Panini's grammar and in Greece with Plato's dialogue. Grammarians became interested in learning other languages rather than their own in the middle ages (Rutherford, 1987). Scientific grammatical analysis of languages started in the 19th century, which led to the genealogical categorization of languages through the use of comparative linguistics. Analysis of grammar was developed further in the 20th century and was greatly advanced by the transformational-generative grammar and structural linguistics theories (Ruin, 1996). There is a critical binding argument for the inborn of Universal Grammar, which is Plato's problem. This problem is also known as the "poverty of the

stimulus argument." It is amazing how people have more knowledge about a language than they learn from language samples they have encountered (Gould, 1986).

Undoubtedly, accurate grammar is essential for effective communication between people when asking for reasons to learn grammar. While incorrect usage of some rules of grammar, such as subject-verb agreement, spoils understanding and meaning of the message being conveyed, it might even be lost. The usage of proper grammar enables the person communicating a particular message to be perceived as an educated and knowledgeable message (Elek and Oskarsson, 1973). On the other hand, the use of improper grammar leads to being perceived as a not-well-read or uneducated individual or message. People have to use proper grammar in order to ensure that the message intended is delivered; otherwise, they will confuse the message intended, resulting in miscommunication.

Graddol, Cheshire, and Swann (1994) argued that job opportunities usually depend on an individual's ability to write and speak effectively. Appropriate grammar prompts an individual to communicate effectively during the process of looking for a job opportunity. By communicating with improper grammar, an individual may lose an employment opportunity. Some people use improper grammar, such as slang, which may be offensive to some other people, and the message sender and the message itself might be ignored too. Hence, proper grammar is encouraged for acceptance of the message, as Diller (1971) believed. Moreover, using inappropriate grammar during the marketing of a product can lead to lost sales. Customers cannot buy products from a business that does not have the proper selling skills. The ability to convince customers to purchase a product will depend highly on his use of good grammar.

The communication system of a language is thought to be significantly different and of higher complexity than that of other species because it is based on a complex rule system that relates symbols to their meanings. Anstey and Mackenzie (2005) stated that all languages have to rely on the academic study of the relationship of language and other signs to their meaning. Both signed and spoken languages have a phonological system,

which governs how visual or sound symbols are used in forming sequences referred to as morphemes or words, and a syntactic system, which governs how morphemes and words are used in forming phrases and utterances. Language has been considered as a mental faculty that allows humans to learn languages and produce and understand utterances. This perspective regards language as being innate. For example, in Chomsky's Universal Grammar theory, language is seen as a formal system of signs that are governed by grammatical rules to communicate meaning (Chomsky 1980).

Human languages often relate particular signs to particular meanings. Some proponents of this view define language as a given set of sentences generated from a given set of rules. Such proponents include Noam Chomsky and Ferdinand Saussure. Language is also seen as a means for communication that enhances human cooperation. This view emphasizes the social function of language since humans use language to express themselves and manipulate objects in their environment. Human language, compared to other forms of communication, is unique because it permits humans to produce an infinite set of utterances from a finite set of elements. In addition, the grammatical rules and symbols of any particular language are arbitrary, making the system learnable only through social interaction (Chomsky 1980). Human language serves a wider range of functions compared to any other kind of communication system.

The principles and structures of grammar, according to Festeau (1674), deal with the nature of competence of languages with respect to different cognitive structures that underlie the acquisition and use of a language. Certain grammar principles are genetically determined, with the genes being important in the acquisition and application of grammatical systems. However, Grady (1987) argued that adequate grammars are constructed from a conceptual base that is not specific to a language. A language's grammatical structure refers to a system of means for converting elements of a language into elements of speech. Inflexions, word order, affixation, and phonological means are examples of such means. For example, the Indo-European languages are categorized into two structural types: analytic and synthetic.

That is, morphology concerns the internal structure of words, which belongs to their grammatical semantics and categories. The grammatical categories can be applied to the following categories: objective reality, lingual reality, objective category, and grammatical category. Different forms of grammar have emerged because of different principles and structures of grammar. According to Wells (2000), these forms are universal grammar, traditional grammar, theoretical grammar, reference grammar, performance grammar, pedagogical grammar, mental grammar, generative grammar, and comparative grammar.

The natural languages have been written grammatically by the language programmer, which is known as the grammatical framework (GF). It can examine each word and clause in order to work out what grammatical type each one is and is able to generate texts in different languages simultaneously.

The written grammar in the grammatical framework can be organized into various formats such as Java and Java script. Anstey and Mackenzie (2005) confirmed that the grammatical framework resource grammar library is a re-usable library that deals with the morphology and syntax of natural languages. He added that GF and GF Resource Grammar Library can be categorized as open-source. Grammars are divided into abstract and concrete modules according to the grammatical framework. The abstract modules incorporate judgment forms of category and function declarations. The concrete modules include the judgment forms of Lin and Lincat. The purpose of the grammatical framework is to establish systems of translation, multilingual gadgets, natural-language interfaces, dialogue systems, and natural-language resources. The basics

Categorizing approaches to categorizing grammars can be distinguished with the construction of grammar frameworks as follows: generative grammar, dependency grammar, cognitive grammar, stochastic grammar, and functional grammar (Elek & Oskarsson,1973).

The theory of grammar was explored by Stern (1983), who claimed that grammar may apply to practical and theoretical categories. The aim of practical grammar is to describe the grammar rules necessary for understanding and formulating sentences, while the aim of theoretical

grammar is to offer an explanation of these rules. The grammar rules have been explained by the many grammar theories. According to Goldsbury (2010), many grammar works have been written before the introduction of modern syntax. An example of pre-modern work, which approaches the sophistication of modern syntactic theory, is Adhy of Pini. For centuries, syntax work was dominated by a framework referred to as "grammaire" and "générale", illustrated by Antoine Arnauld in 1660. McCawley (1982) assumed that language is merely a reflection of thought processes.

While the Port Royal grammarians viewed language as the theory of operations in human minds in terms of conception, judgment, and reasoning, On the other hand, Stillman (2001) asserted that a sentence is the basic linguistic form and has a physical and an inner-mental aspect. The Moscow Linguistic Circle, which included Ferdinand Saussure, studied language and linguistic problems and developed various grammatical rules to improve grammar. According to generative grammar theory, humans possess an innate language power that permits children to learn their mother tongue more easily and quickly. According to Chomsky's theory (1980), for older people, studying a language is more difficult as biological faculties weaken with age. The Prague Linguistic Circle's view is that there are two parts to a sentence; the rhyme and the theme. The theme of a sentence is the part that refers to what is already given in the context, while rhyme is the part that conveys new information. The rules for developing word plurals are an example of theoretical grammar in English.

Descriptive grammar is concerned with the different ways used by speakers of a language and attempts to analyze it through the formulation rules of the structure. This kind of grammar does not make judgments on the language used. The interest of descriptive grammar is to know how speakers use the language, but not how correct or wrong the user of the language is viewed. Linguists do not make judgments about whether or not people conform to the use of specific structures. Linguists describe the grammar that enables language users to do what they want to do. Rutherford (1987) commented that the main aim of a descriptivist is to explain how language works. The purpose of descriptive grammar is to

give explanations of the facts of language use and not the appropriateness of the language.

The benefit of descriptive grammar is that users of a language have the ability to explain the constraints involved in the use of nonstandard language. The degree of appropriateness of descriptive grammar can be assessed in terms of a set of choices for use in a context. Some choices may be appropriate in particular contexts but inappropriate in others. The contextual dimensions for appropriateness for different choices are specified in the descriptive grammar. According to Huddleston (1984), the aim of descriptive grammar is to present the grammar that underlies the actual usage of speakers of the language.

Pedagogical Grammar is a modern technique in linguistics that aims to aid in teaching an extra language. It is divided into descriptive and prescriptive grammars. Pedagogical grammars imply rules that are coherent, definite, cumulative, non-technical, and heuristic. When the rules are constructed, a certain system is formed between the two languages that enables a native speaker of the first language to learn the second language. The role of pedagogical grammar is to describe how to use grammar or a language for communication. It helps those people who have a desire to learn a target language. Pedagogical grammars have assumptions about how learners learn, follow linguistic theories, and the specific target audience.

It has been seen that the best alternative to acquiring pedagogical grammar is memorization, as pedagogical treatments suggest. According to Asher and Simpson (1994), the audience must consider factors such as: prior knowledge of the language to be learned, prior knowledge of the language to be learned, set of interests and age, and knowledge of grammatical terms. The framework of the linguistic structure of the target language has to be applied to pedagogical grammar. The reference frame of the grammar is different from one language to another when learning a language.

It was found that some languages have set standard reference grammars while others do not, resulting in the author of pedagogic grammar having to act as a reference grammarian. The aim of pedagogical grammar is to

provide the essential rules that work reasonably well without paying too much attention to exceptions. The advantage of pedagogical grammar is that it assists the learner to communicate in another language to carry the intended message. Milroy and Milroy (1992) argued that pedagogical grammar is limited to speech use because many learners learn how to read and write a second language, whereas within the first language, the learner learns his or her mother tongue in all aspects, that is, writing, reading, and practicing speech.

Conclusion

This paper attempted to answer the addressed question at the beginning of this work. It aimed to explore the reasons for learning grammar and attempted to draw clear distinctions between the aims of grammar theory, descriptive grammars, and pedagogical grammars. The aim of pedagogical grammar is to provide the important rules that work reasonably well without paying too much attention to exceptions. While descriptive grammar aims at presenting the grammar that underlies actual usage of speakers of the language, on the other hand, the goal of practical grammar is to describe grammar rules that are required for understanding and formulating sentences, whereas the goal of theoretical grammar is to explain these rules.

In addition, this work provided a brief view about the history of grammar and searched the general properties of language as well as to the principles and structure of grammars. This investigation on grammars led to find out that teaching of grammar is the main challenge since the adoption of a second language is not as efficient as learning of the mother tongue language. Linguists view teaching of second language as being problematic since a learner can only be able to read and write the learnt language while spoken language is not effectively supported. Theory of grammar reviews how past grammar relates to the present. It was seen that some past descriptive grammar systems have been simplified by new grammar systems. There have been appearing problems in grammar regarding how semantics related to grammar, which can draw a conception that the syntactic property owed to the grammar theory.

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