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Abstract

The focal point of this essay is the pedagogical structure of various grammar books. The question it investigates is the different, or similar, ways that grammars written in different tongues explain the same element of a given language. Both monolingual as well as bilingual grammars have been included in this essay, and the main focus is on the difference between these two types of grammars. The means by which this difference has been investigated is simply by the comparison of how the different books deal with the elements discussed. The result of my investigation shows that when explaining different elements of grammar, the disparity between monolingual and bilingual grammars is not so great. The major divergence between these two types of grammar proved to be that bilingual languages deal with contrastiveness whereas monolingual grammars only deal with one language. The question of whether grammar is dealt with as a product or a process is also considered in this essay, and observations of the different grammars show that in the books presented in this investigation, the grammar is looked upon as a product as well as a process.
Introduction

General Aim

This essay is dedicated to the investigation of the pedagogical structure of grammar books, or grammars, as they mostly will be referred to in this essay. This research will be dealing with how aspects of a certain language would be described by grammar books written in different languages – for example, would a grammar written in English explain/describe German prepositions the same way a grammar written in Swedish would? Or they would differ? Would a German grammar written in German have a different approach towards explaining/describing the prepositions than the grammars written in Swedish or English? Thus, the discrepancies and similarities that may arise from such a comparison will be presented herein, in order to highlight the different approaches the many grammars have when aiming the same objective – namely, explaining how to form correct sentences in a target language. Furthermore, the essay will also be looking at whether the grammar books included here see grammar as a product or a process.

Background Research

An introduction to grammar

The very first thing that ought to be established is the meaning of the word grammar itself. *Longmans Dictionary of Contemporary English* (2001:619) explains the word grammar as follows: “the rules by which words change their forms and are combined into sentences, or the study of these rules”; whereas *www.dictionary.com* describes the word in several ways. One of them is: “the study of how words and their component parts combine to form sentences”; and another is: “a normative or prescriptive set of rules setting forth the current standard of usage for pedagogical or reference purposes.”
According to Tornberg (2000), a language’s grammar can be analyzed in four different ways: The philological way looks at grammar from a historical perspective, thus considering its development over time. The synchronic approach is set on events which have the same period of phase, as www.dictionary.com describes the (originally Greek) word synchronic: “events of a particular time, without reference to their historical context”. The third way is the normative approach, which gives the rules for what a language should be. Lastly, there is also the descriptive approach to grammar, which describes the grammar of a language, based on the usage of its speakers.

In addition to the aforementioned types of grammars, there is also the notion of contrastive grammars. These types of grammar books, as the name indicates, deal with contrast, that is, how languages compare to each other. A contrastive grammar will compare the system of a given language with the system of another given language in order to highlight differences in the structure of these two languages. Thus, the goal of contrastive grammar is to help learners of a new language understand the structure of the new language by comparing it to their native tongue. Thereby students can realize that what is grammatical may differ from language to language.

During the course of time, there has also been different views on how to treat grammar. Again Tornberg (2000) suggests that grammar can be treated either as a product or as a process. Looking at grammar as a product means that the system itself is in focal point of attention, and that the different parts of the system are then analyzed. By paying notice to the different parts of the grammatical system and what these parts represent, it is possible to develop knowledge about the system’s very structure. Tornberg (2000) also claims that this can be regarded as static knowledge, since the forms, when not placed in a wider context, have their meaning constant no matter how they are used. However, construing grammar as a process means that the focus is placed, instead, on the different ways grammar can be used, id
est. how grammar can help express things even without being explicated directly. In other words, the process view of grammar deals with communication.

During the 19th century, the focus of grammar was translation and language paradigms. Thus, grammatical analyses were the focal point. This means that language was treated as a product, since communication was not the main interest. However, during the last 35-45 years the view on what grammar really is has changed. The old interest for philology has declined, whereas contemporary linguistics has surfaced. An important figure in the new theoretical linguistics is Noam Chomsky with his book *Syntactic Structures*, published in 1957. This interest in the new branch of linguistics has lead to the fact that the main focus of language research today is the living language and its grammar (Hedström, 2001, Tornberg 2000).

Furthermore, Hedström (2001) states that, as a rule, the more extensive a grammar book is, the more likely it is that it will be of a descriptive nature. However, if an extensive grammar book mainly describes the written, or the standard, language; it will be implicitly normative, since it rules out other uses of the language. Hedström (2001) also claims that the grammar books used in schools today (Swedish schools, in this case) are mainly of normative nature, even though he also says that these grammars have started to receive more descriptive influences.

**Grammar in the Swedish curriculum**

Ljung & Ohlander write the following in Tornberg (2001:101-102), regarding the question of grammar knowledge (NB. my own translation).

A good command of grammar is thus a prerequisite for all-round and creative communication skills. Too insufficient a command of grammar can, in the worst cases, lead to unintelligibility or misunderstandings. In other cases, the communication can become so difficult that it can be a source of irritation and, in general, of negative attitude towards the speaker.
That one in limited situations is able to make himself relatively understood despite his lack of vocabulary and grammar skills is a totally different thing. That has nothing to do with real communication.

In relation to that, it can be seen that in the Swedish curricula for the subjects English and Modern Languages in upper secondary schools, the element of grammar is not at all prominent. In the curriculum for English, the word *grammar* is only mentioned once, and that is in the section of “structure and nature of the subject”, where it reads that, “the different competencies involved in all-round communicative skills have their counterparts in the structure of the subject. Related to these is the ability to master a language's form, i.e. its vocabulary, phraseology, pronunciation, spelling and grammar” (The Swedish National Agency for Education, 2000). The curriculum for Modern Languages expresses the same goal as the English one, as far as the element of grammar is concerned. Consequently, in the curricula for English and Modern Languages, the need for grammar knowledge is only explicitly expressed once. The focus of the curricula is rather on the communicative aspect of language learning, which is seen in the “goals to aim for”-section in the phrase, [students should] “develop their ability to communicate and interact in the language/English in a variety of contexts concerning different issues and in different situations” (The Swedish National Agency for Education, 2000). This phrase is present in the curriculum for both English and Modern Languages.

**Hypothesis**

The hypothesis upon which I will base this essay concerns the way the grammar of a target language is presented in its respective grammar book. My present belief is that grammar books written in a target language will be grammars of a descriptive or normative nature in the sense that they will base themselves on the rules of that specific language, not including elements of other languages. I also believe that grammars written in a language other than the
target language will be of a contrastive nature, in terms of how they will compare the target language with the language in which the grammar is written, in order to highlight the aspects with which learners of the target language in question have problems. My hypothesis also includes the notion of grammar as a product or a process. My hypothesis is that the grammar books included in this essay will treat grammar as a product as well as a process. I believe that the grammar books will indeed occupy themselves with the structure of grammar, and hence treat it as a product. However, I also believe that the communicative aspect will be included, at least implicitly, in the grammar books.

**Method**

In order to test my hypothesis I will choose certain aspects of grammar and compare how those are presented in the various grammar books included in my research. Firstly, I will look at the general outlines of the various grammars. Also, I have chosen to compare how they explain the plural of nouns, the present tense of verbs, prepositions as well as pronouns. I have done this in order to get the maximum width possible in this essay. In order to give some range to my research, I have included English grammars written in English, as well as English grammars written in Swedish. I have also included German grammars written in German, German grammars written in English, and also German grammars written in Swedish. By comparing the aforementioned grammatical elements in the various grammar books, I hope that I can give a general idea of how the different grammar books are structured. As it is impossible to list everything written in the grammars, even in regard to the small sections I have chosen to look at; I will only give a small summary of what is said about each element in the books. In order to find out whether the grammar books included in this essay deal with grammar as a product or a process, I will make observations on how the grammar is presented as a whole during my investigation of the grammatical elements.
Since all bilingual grammars provide translations for what is said in the target language into the language that the grammar is written in, it would be redundant to keep repeating this throughout the essay. Thus, this will occurrence will only be commented when I feel there is need for highlighting of this matter.

Results/findings

The structure of the different grammars

The first thing that will be presented is the general structure of the different grammars, that is, how the outline of the various books is constructed – chapters and other divisions. A chart of the structure of the various books can be found in the appendix, where appendix one describes the outline of the monolingual grammar books and appendix two describes the outline of the bilingual grammar books. The charts are not present directly within the essay itself due to length and space issues.

As it can be seen from the charts, even though the division is different from book to book, the gist of the contents of all grammar books remains the same. The main word classes such as nouns, verbs, adjectives, verbs and prepositions are all present in all of the grammars.

In regard to the monolingual grammars, it is only Longman’s grammar of the English language that contains a section, or rather, an appendix, about word formation. Oxford’s English grammar does however contain information about spelling rules, whereas the German monolingual grammars do not contain any type of information concerning the subject. The EF monolingual German grammar has, however, added a chapter about useful phrases, since the small grammar is directed towards learners of German. In the Longman grammar’s word formation appendix, affixation is discussed, as well as conversion, compounds and notions like abbreviation, blends and reduplicatives. In the Oxford section about spelling rules,
notions like consonant doubling, omission of final *e*, words ending in *-ge* and *-ce*, the suffix *-ful*, words ending in *y, ie* and *ei*, as well as usage of hyphens, are discussed.

Both English grammars (written in Swedish) have added advice for English writing. The same can be said about the Oxford edition of the German grammar written in English, where there are special chapters about spelling and punctuation, as well as translation problems added. Langenscheidt’s German grammar contains information about word formation, as do both English grammars written in Swedish. In regards to written advice, both of the Swedish grammars highlight the notions of capitalization, punctuation as well as syllabification. The Oxford grammar of the German language highlights all types of punctuation, as well as spelling peculiarities and translation problems in the shape of e.g. conjunctions, as well as the *–ing* form. The Langenscheidt’s English grammar of the German language highlights how to compose new words, i.e. how to attach different word classes to each other, and also gives some information on how to derive new words. In that which regards word formation in the English grammars written in Swedish, the Gleerups grammar firstly talks about what different kinds of word formations there are, and about the productivity of the rules. Later it highlights prefixing, suffixing, word class change, as well as compounding and the stress shift that can follow. The Almqvist & Wiksell grammar, on the other hand, only highlights the notion of prefixing and suffixing, but also mentions that stress shifts can occur. As for the German grammars written in Swedish, they do not contain information about word formation nor spelling rules, at least not in particular sections.

**Nouns**

Since German has a more elaborate gender system than English, a comparison of how genders are described in various grammars would presumably prove to be misleading, the results becoming too varied. Instead, the focus is on an aspect of nouns where gender and case are not of crucial importance; the complexity of formation is basically the same for all languages
when it comes to pluralization. However, only pluralization in the nominative case will be considered, in order to make the comparison as fair as possible. Below follows a summary of how pluralization is dealt with in the different grammars.

**Pluralization**

**Monolingual grammars**

*Grammars in English*

As far as pluralization goes, the Oxford Grammar includes a discussion about the productive plural suffix –s and what stem the different allomorphs of –s attaches to. Furthermore, this grammar also includes nouns that change vowels in the plural, uncountable nouns, the zero suffix, collectives, nouns that always take plural, plural for foreign words as well as pluralization of compounds. For every allomorph of the plural morpheme there are examples provided.

Longman’s grammar, however, has a more extensive, but yet similar explanation of pluralization. It includes words that only occur in plural, uncountable nouns, the regular plural and its spelling and pronunciation, the irregular plural and their spelling and pronunciation, the zero suffix, animal names, nationality nouns, quantitative nouns, nouns that can be treated as singular or plural, foreign words and their pluralization as well as pluralization of compounds. Examples are provided for all different kinds of pluralization.

*Grammars in German*

Both the EF grammar and the DUDEN (a publishing company) grammar have lists of the productive plural suffixes, with variants and examples. EF also suggests, however, to learn the plural along with the singular. Furthermore, the DUDEN grammar also mentions words that can only be in singular/plural or that can only be in plural in compounds. This grammar also points out that homonyms can have different plurals and that foreign words can have special pluralization.
Bilingual grammars

English grammars in Swedish

Almqvist & Wiksell’s grammar talks about regular plural formation (this includes some allophones), and gives pronunciation rules as well as spelling rules. It also highlights compounded nouns, as well as irregular plural along with the pronunciation. Also the notion of the zero-suffix is present, as well as plural in foreign words. Furthermore, there is a section where it is exemplified whether a noun should stand in the plural or in the singular. Contrasts between Swedish and the English are also highlighted; what is singular in Swedish but plural in English and vice versa is pointed out.

Gleerups’ grammar, similarly, says that both English and Swedish separate singular nouns from plural nouns. It describes the regular plural formation in English, gives general rules for pronunciation and spelling, and also highlights special cases regarding spelling. The grammar also mentions irregular plural, nouns that change their vowel in the plural, the zero suffix, as well as the pluralization of foreign words and countable/uncountable nouns. It also mentions differences in Swedish and English when it comes to whether a noun is in the singular or in the plural. Lastly, pluralization of collectives is also mentioned.

German grammars in English

Langenscheidt’s grammar starts off the chapter about plurals with a picture, along with a matching text, which in turn exemplifies the plural. It then emphasizes the fact that the article for plural is the same for all genders in German (for the nominative case). The grammar then gives a list of all productive plural suffixes, i.e., the endings, with examples and short comments on what the suffixes attaches to.

Oxford’s grammar, however, has a different approach to German pluralization. It emphasizes that there are not watertight rules for pluralization, though it gives general rules for the formations. At the same time, however, it suggests that the plural should be learned
along with the noun. The division of the pluralization is also different; it is divided into
masculine, feminine and neutral pluralization, respectively. The grammar also includes
pluralization of words of foreign origin as well as compounds and also highlights homonyms
in the German language, which take different plurals, as well as nouns that only occur in the
plural. The Oxford grammar also includes a section about differences in the two languages; it
gives examples where what is singular in German is not singular in English and vice versa.

*German grammars in Swedish*

Natur och Kultur’s grammar claims that German and Swedish form the plural in the same way,
and then lists the possible ways of making plurals (endings, umlaut etc.) in German. Gleerups’
grammar makes a similar scheme of the different ways possible of making the plural in
German. In both grammars a list of all declinations is available, id est. the different plural
suffixes, and along with that list are explanations of what declination the different nouns
belong to, depending on their gender. In the Natur och Kultur grammar this is followed by a
general overview of pluralization and also a section about special plural formation. Natur och
Kultur’s grammar also has a section where it becomes apparent that the languages do not have
a one-to-one relationship; what is plural in German but is singular in Swedish is highlighted,
and vice versa. Gleerups’ grammar only has a section about what is only singular in German.

As a summary regarding pluralization, it can be said that all of the monolingual
grammars present pluralization in similar ways, concerning the different aspects. Only that, in
what regards the rules, the English monolingual grammars are more extensive than the
German equivalents. Even though the bilingual grammars at times have different approaches
as to how to describe the pluralization process, the gist remains the same in all of the bilingual
grammars. Furthermore, it can be seen that the monolingual grammars’ explanation of
pluralization is similar to the bilingual grammars’ presentation of the plural; the main
dissimilarity lies in the explanation of differences regarding singular and plural nouns in
different languages, something which is present in bilingual grammars but not in the monolingual grammars.

**Pronouns**

Pronouns are of importance in all of the languages concerned in this essay, as they are all non-pronoun drop languages. Consequently, here follows a summarized view of how pronouns are dealt with in the various grammars included in this essay.

**Monolingual grammars**

*Grammars in English*

In the Oxford grammar, the pronouns are spread all over the book, and according to various grounds. Hence, it is hard to get a clear overview of how this grammar deals with pronouns, since reading most part of the book would be required to get a clear overview.

In the Longman grammar, the demonstrative, indefinite, universal, assertive, non-assertive as well as negative pronouns are present, along with many tips for usage. The subjective, objective and genitive forms of the pronouns are provided.

*Grammars in German*

The EF grammar includes schemes for the personal pronouns, reflexive pronouns, relative pronouns, question pronouns, demonstrative pronouns and possessive pronouns as well as indefinite pronouns. All cases (nominative, accusative, dative and genitive) are included in the schemes. There is a simple explanation for each of the pronoun groups provided, i.e. what they do, and the placement of them in the clause.

The DUDEN grammar contains the same charts, and it also gives an explanation of what pronouns are, and how they are used. This grammar also contains examples for indefinite pronouns, as well for relative pronouns. However, the EF grammar gives examples for all of the different pronoun groups.
Bilingual grammars

**English grammars in Swedish**

In Almqvist & Wiksell’s grammar, the personal pronouns are highlighted, along with how they are used. This is accompanied by a translation into Swedish, as well as the equivalents of the Swedish *det*. The reflexive pronouns are also present in the grammar, along with several examples. Demonstrative and relative pronouns are also included, along with a short description of what they are. Furthermore, question pronouns and exclamation pronouns are also taken into account. There is also a section in the grammar where the overview of the pronouns is commented on, and that includes highlighting a lot of English pronouns and how they translate into Swedish.

In the Gleerups’ grammar, however, there is an introduction to what pronouns are. There is an explanation of how the personal pronouns are used, and the equivalents of the Swedish pronouns *man*, as well as *det*. Also, reflexive and reciprocal pronouns are highlighted, and their usage is explained, and here, too, a note about differences in Swedish and English is added. Furthermore, the grammar contains the possessive pronouns with differences between Swedish and English, and the determinative, the relative, the interrogative and the indefinite pronouns are also present, which in turn are compared to the Swedish pronouns. For the indefinite pronouns, the English equivalents to the Swedish pronouns are also discussed.

**German grammars in English**

Langenscheidt’s grammar introduces pronouns with a picture and accompanying text in German, which is then translated to English. The grammar then describes what pronouns are, and goes through personal pronouns through examples and charts. Also possessive, demonstrative, question and reflexive pronouns are highlighted. The grammar has provided charts for the different pronouns.
The Oxford grammar introduces the personal form with notes on usage, but it also speaks of anticipatory object, as well as reflexive, possessive, demonstrative, relative, interrogative pronouns. For all the different pronouns there are notes on usage, along with examples.

*German grammars in Swedish*

Natur och Kultur’s grammar first exemplifies what pronouns are, and gives a scheme for the personal pronouns in the different cases. The accusative and dative of the personal pronouns are discussed as well. Pronominal adverbs, reflexive, possessive, demonstrative, determinative, relative, question and indefinite pronouns are also highlighted. For all of these groups there are examples and schemes of the pronouns in the different cases available where applicable.

The Gleerups grammar has a similar approach to pronouns. It also starts off with explaining what pronouns are, and that is followed by the scheme for the personal pronouns. The grammar also highlights how to address a person in German. The grammar also includes pronouns in the genitive, the notion of pronominal adverbs instead of prepositions, as well as reflexive pronouns and the difference between the usage of the reflexive in Swedish and German. This is followed by the possessive dative, the reciprocal, mutual reflexive pronouns, and possessive pronouns. Demonstrative, relative, interrogative, and indefinite pronouns are also highlighted. All of these have examples, and schemes when applicable.

Conclusively it can be said about pronouns that the monolingual grammars, apart from the Oxford grammar which is hard to grasp, has a similar approach to nouns. The different kinds of pronouns are dealt with, and also case is explained where applicable. For most part, also the bilingual grammars explain and deal with the different kinds of pronouns; the major differences between the two types of grammars is the fact that the bilingual grammars always
contain translations, and sometimes also equivalences between the two languages present in the applicable bilingual grammar.

**Verbs**

As regards the verbs, making a comparison for all of the tenses would, in this short space, prove unfruitful; the explanations would become too extensive. Hence, only one type of aspect of value for tense will be taken into account, namely the present. Furthermore, to narrow it down even further, only the weak verbs’ present tense will be taken into consideration.

**Monolingual grammars**

*Grammars in English*

The Oxford grammar introduces both the simple present and the present continuous form. It is explained how the third person singular –*s* is formed, and spelling notes have also been added. The fact that the simple present is used to express habitual action is mentioned, as well as other uses of the simple present. The grammar also explains how the present continuous is formed, spelling rules, as well as different uses of the present continuous tense. Examples are given for the different things, highlighted.

The Longman grammar has explanations for the –*s* (third person singular), as well for the –*ing* form. It says how it attaches to the base of the verb, but it also gives rules for deviant patterns, i.e., allomorphs.

*Grammars in German*

As to what regards the present tense, the EF grammar gives general rules for how to form it, viz. offering conjugation endings, rules for how to attach the endings to the stem of the verb. It also contains information about deviant verbs, i.e., those ending in *d/t* or *ß*, and how this affects the verbal conjugation.
DUDEN, however, explains what can be expressed with the present tense, and gives examples of this. It also gives the conjugation endings for the verb in a scheme where the conjugations for all tenses are present.

**Bilingual grammars**

*English grammars in Swedish*

The Almqvist & Wiksell grammar gives the endings for regular verbs in present tense, and highlights the –s as well as the –ing form. The –ing form has a special section in the grammar, where be + -ing and preposition + -ing and the elements that can take -ing are given special attention.

The Gleerups grammar has an introduction about tense, and explains how third person singular takes –s. It also provided spelling rules, special cases, and the usages of the present tense. It also highlights the difference between Swedish and English. The progressive form is dealt with in a special chapter, and it gives the different uses of the –ing form.

*German grammars in English*

The Langenscheidt grammar introduces the chapter with a text in German, which is translated into English, providing examples of tense usage in German. The grammar then claims that tense is formed by adding suffixes to the verb stem, minus the –en. This grammar highlights that there is a verb form to be used in polite contexts, and gives a scheme for the conjugating for the weak verbs, and also gives attention to verbs that derivate a little from the norm. This grammar also has a list of verbs along with the case they take.

The Oxford grammar gives a small introduction of weak verbs, and gives the pattern that the tense is formed by adding suffixes to the verb stem, minus –en. The grammar points out the polite form, and gives a scheme of the conjugation of the verb in its weak form. It also deals with verbs that differ slightly from the norm, and has a list of verbs where it is indicated which case they take.
**German grammars in Swedish**

The Natur och Kultur grammar refers to the weak verbs as *t*-verbs, and gives a scheme with the conjugating endings for the pronouns highlighted. It also points out that weak verbs never have a vowel change in the stem, and gives rules for verbs that have variants of the present tense conjugation depending on what vowel the verb stem ends with.

The Gleerups grammar however, introduces what verbs are, and gives a scheme for some weak verbs in present tense, which highlights the pronoun’s verb conjugation endings. It also gives rules for verbs that are slightly deviant due to phonetic reasons.

As a summary for the present tense of verbs, it can be said that all of the monolingual grammars deal with verb conjugation, including deviant patterns. The bilingual grammars, in a similar way, give rules for creating the present tense, and also give verb conjugations. The main differences between monolingual and bilingual grammars regarding this section lies in the fact that the bilingual grammars highlight difficulties for learners when creating the present tense – difficulties that are not present in the language the grammar is written in, but in that of the target language.

**Prepositions**

A preposition is “a word or phrase placed typically before a substantive and indicating the relation of that substantive to a verb, an adjective, or another substantive, as English *at, by, with, from,* and *in regard to*” (www.dictionary.com). The notion of prepositions occurs along with explanations in every grammar aforementioned in this essay. As languages do not have a one-to-one relationship, prepositions often change between languages; what is idiomatic in one language is not idiomatic in another. Tornberg (1993) also claims in her German grammar book that learning how to use prepositions correctly in a foreign language is one of the hardest things to learn. Hence, it is of interest to see how the prepositions are dealt with in grammars.
Monolingual grammars

Grammars in English

The Oxford prepositions introduction discusses what problems students might have with them, and lists alternate positions of prepositions. The grammar goes through the omission of prepositions as well the most common prepositions with regards to time, date and movement. Prepositions used with adjectives and participles, prepositions with verbs and also the gerund after a preposition is explained, along with words that can be both prepositions and adverbs. Examples are given for all of the prepositions.

The Longman grammar goes through the prepositions very thoroughly, and introduces the concept of preposition and discusses what it is. Simple and complex prepositions as well as prepositions denoting spatial relations, time, the means/agentive spectrum, they are explained and exemplified. Furthermore, other prepositional meanings along with prepositional phrases are discussed.

Grammars in German

The DUDEN grammar gives a small explanation of what prepositions are, and how they interact with other words. It also introduces what different kinds of prepositions there are, like local, temporal, casual, and modal. They list the most common prepositions along with the case they take, and there is a small explanation for prepositions that can take more than one case. The placement of prepositions is also briefly discussed along with the contractive form of the German prepositions.

Also the EF grammar explains what a preposition is and what should come after a preposition. Prepositions are separated according to what case they take – accusative, dative, accusative/dative or genitive. A short explanation is given for prepositions that take both accusative and dative. The grammar also gives examples for all of the cases.
Bilingual grammars

*English grammars in Swedish*

Almqvist & Wiksell’s grammar gives a definition of what a preposition is, and then it provides a list with the most common prepositions and goes through what they mean, with translations. There is also a special section about the Swedish *when*, as well as when no preposition should be used. Lastly, also preposition plus the –*ing* form is highlighted.

Gleerups’ grammar talks about prepositions as a grammatical function, and discusses the notion of adverbs and prepositions. Different prepositions and general differences between English and Swedish usage are discussed, and an explanation of word order is also present. Furthermore, there is also a listing of English prepositions, and for these prepositions the Swedish equivalence are given. Notes of usage for the English prepositions are also given.

*German grammars in English*

The Langenscheidt’s grammar starts the sections with a text, along with pictures, all for the sake of introducing prepositions. There is also a short introductive text about prepositions. After that it follows with prepositions that take accusative, along with hints for singling these out. This is followed by prepositions that take the dative, as well as prepositions that can take two cases. The grammar also suggests rhymes to remember if a preposition should take accusative or dative. Lastly, there is also the introduction of genitive prepositions.

In the Oxford grammar, it is explained what prepositions are and that the prepositions take case. The contracted forms are also introduced, as well as *da* + prepositions, and an alphabetic list of the prepositions along with what case they take is included, provided with translations. Apart from that there is also a cross-reference list of English prepositions.

*German grammars in Swedish*

Also the Natur and Kultur grammar starts off with a small introduction about what prepositions are, and in what context they occur. Then the most common prepositions are
arranged according to case. Explanations for case for the ones who take both accusative and dative are provided, as well as translations of a few Swedish prepositions.

The Gleerups grammar also starts off with a short introduction about what prepositions are, but also about what is typical for German prepositions. Prepositions are then separated by case and translated with comments. Contracted forms of the prepositions are also provided. There are also examples for prepositions that can control both accusative and dative. There is also a small section about peculiarities with German prepositions.

To summarize prepositions, it can be said that the monolingual grammars explains what prepositions are and goes though the different usages of prepositions, as well as the positioning of the prepositions. For the German prepositions, also case is described. The bilingual grammars treat prepositions similarly; they explain the notion of prepositions and go through the most common ones. The major difference between the two grammar types is the fact that the bilingual grammars contain translations and equivalences with other languages.

Furthermore, it can be seen that all the grammar books aforementioned in this research mostly deal with grammar from the perspective of how different elements make up a given language; they present the different parts of the language as an assemble of units, and do not present the language as a whole. However, even if the structure of the languages are separated into elements, so that it thus seems like the grammar books see grammar as a product, there are things that indicate that the grammar books, to some extent, also deal with grammar as a process. One of the most prominent indicators of this is the fact that EF’s grammar has added a section with useful phrases. Furthermore, it can also be seen that in all grammars, in places, the grammatical elements are put in a context, and thereby they are no longer just elements, but also parts of communication since they are used in a context. In that way, the grammar books, included in this essay, deal with grammar as both a product as well as a process.
Summary and conclusion

The question that has been on my mind during the whole time I have written this essay is the question of what the difference really is between normative and descriptive grammars; are not all grammars to some extent normative? Surely the grammar books take examples from the daily usage of the language, but still, that language is written according to the norms of the language. Even though I can see the difference between these two approaches, I personally believe that the distinction between normative and descriptive grammars is very vague.

However, it is hard to find any conclusive answers for my hypothesis because of the following reasons: I have only included a very limited part of all the grammars that are published in my essay. Hence, any applicable answers are hard to find. Another thing that makes it hard for my research to be conclusive is the fact that, even though I tried to make it so, different grammars do not stand on similar levels; some grammars are more extensive than others. Consequently, my results can be interpreted as somewhat ambiguous. Also, since I only investigated some parts of the grammars, and not grammars in their entirety, it is hard to say whether I have made a fair judgment of the grammars. The research cannot be said to be fully objective since I chose what parts to include in this essay. Due to the fact I was unable to give any conclusive answers, it can only be said that my investigation can but show tendencies towards answering my hypothesis, and not give valid answers.

As presented in the background, Hedström (2001) said that, as a rule, the more extensive a grammar book is, the more likely it is that it will be of a descriptive nature. However, if an extensive grammar book describes the written language or the standard language; it will be implicitly normative since it rules out other uses of the language. I do not know how to respond to this statement; if a grammar does not describe the written language or the standard language, what does it describe? Previously I mentioned that my opinion was that I believe that the differences between descriptive and normative grammars seem to be vague. However,
maybe such a thing as “colloquial grammars” could be said to be descriptive, if slang would be included – since it does not always follow the norms of a language? The Longman monolingual grammar does contain sections on different variations of English, such regional and social. Maybe there also are other grammars that contain corpora of the language as it really is spoken by the people id est. variations that do not follow the norm. This would then give a grammar a descriptive touch.

All in all I would like to say that I find Hedström’s statement somewhat peculiar, but then again, my lack of understanding of the difference between a normative and descriptive grammar might be the reason for my bewilderment regarding this issue. It seems to me that a grammar could indeed contain descriptive elements (like Longman’s grammar), but I have no idea what a fully descriptive grammar would look like.

As far as the tendencies in my research are concerned, my hypothesis seems to be right. It can be said that my small investigation shows that all the grammars involved basically cover the same material, and the more extensive the grammar, the more elaborately the grammar book describes the different grammar elements, or so it seems. What is more, the grammars written in a language other than in the target language itself does provide the reader with equivalences from the target language to the language the grammar is written in, and sometimes also vice-versa. That occurrence shows an inclination that the grammars are in fact contrastive since they deal with more than one language – which I also believed the case would be. When it comes to bilingual grammars, naturally different aspects of a target language are highlighted, depending on in which language the grammar is written, since specific problems in learning a target language often are based on what native language one has.

However, there was less of a difference between the grammars written in different languages, i.e., between monolingual and bilingual grammars, than I originally thought. The
gist of all the aforementioned grammar books is basically the same; the only things that really differ are the fact that more extensive grammars have a tendency towards being more elaborate, apart from bilingual grammars dealing with two languages, of course. Surely there are different approaches towards explaining the same element in the different grammar books, but the general idea regarding structure still seems to remain the same for the very most cases.

It can also be seen that, for English, the Swedish grammar books contain information about word formation (as does the German grammars in English), but German grammars written in Swedish seem to be devoid of such notion. Granted, I have not scrutinized every page of the grammars, but the fact stands that in the German grammars written in Swedish, no special sections are dedicated to this area. The reason for this I do not know, but there are several possibilities. In my opinion this could be because German mostly is a third language for Swedes (whereas English is a second language), and thus the constructors of the German grammars do not want their grammars to become too complex. Another reason could be that the German grammatical system is harder than that of Swedish (as well as than that of English) and hence the grammarians think it is enough to include just the basic grammar in the books, and for that sake leave out word formation.

Also my hypothesis regarding grammar being treated as product or process in the grammar books showed tendencies towards being correct. For the very most cases, even though the grammar books are structured in such a way that they deal with the different parts of a language’s grammar in separate sections, and thus treating grammar as a product, the different grammar elements are put into context, which in turn can be used for communication. Hence, I think it is reasonable to say that, although the different parts of grammar are in focus, the grammar books in this essay still, implicitly, deal with grammar as a process, in most cases.

Furthermore, it can be said that, in order to use monolingual grammars, one needs to have a pretty good command of the target language to be able to understand those explanations. In
addition to that, I also think that some basic knowledge in grammatical terminology is required, along with some basic knowledge about what grammar is.

As for the Swedish curriculum for English in the upper secondary school, it has not been (explicitly) discussed in this essay; however, it is a topic well worth mentioning. The tendency in the Swedish schools, regarding languages, is that less and less time is spent with the grammatical subject, and the focus is rather on communication. My question then is, how well can you develop knowledge in a language without any kind of grammar skills? In the introduction, Ljung & Ohlander said in Tornberg (2001) that a good command of grammar is a prerequisite for a creative communication skill, and I am inclined to agree with that. I am wondering how students can develop their knowledge on their own if they do not even have the adequate skills to use a simple grammar book. These are questions well worth pondering over, at least in my opinion.
References


Internet pages:

The Swedish National Agency for Education, www.skolverket.se

Online monolingual dictionary, www.dictionary.com, provided by Lexico Publishing Group, LLC.
Appendix 1: Contents of the monolingual grammars

<table>
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<tr>
<th>Monolingual English grammars</th>
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<tbody>
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<td><strong>OXFORD</strong></td>
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<tr>
<td>1. Articles and <strong>one, a little/a few, this</strong></td>
</tr>
<tr>
<td>2. Nouns</td>
</tr>
<tr>
<td>3. Adjectives</td>
</tr>
<tr>
<td>4. Adverbs</td>
</tr>
<tr>
<td>5. <strong>all, each, every, both, neither, either, some, any, no, none</strong></td>
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<tr>
<td>6. Interrogatives: <strong>wh-?</strong> words and <strong>how?</strong></td>
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<tr>
<td>7. Possessives, personals and reflexive pronouns: <strong>my, mine, I, myself</strong> etc.</td>
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<tr>
<td>8. Relative pronouns and clauses</td>
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<tr>
<td>9. Prepositions</td>
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<tr>
<td>10. Introduction to verbs</td>
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<tr>
<td>11. <strong>be, have, do</strong></td>
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<tr>
<td>12. <strong>may</strong> and <strong>can</strong> for permission and possibility</td>
</tr>
<tr>
<td>13. <strong>can</strong> and <strong>able</strong> for ability</td>
</tr>
<tr>
<td>14. <strong>ought, should, must, have, to, need</strong> for obligation</td>
</tr>
<tr>
<td>15. <strong>must, have, will</strong>, and <strong>should</strong> for deduction and assumption</td>
</tr>
<tr>
<td>16. The auxiliaries <strong>dare</strong> and <strong>used</strong></td>
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<tr>
<td>17. The present tense</td>
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<td>18. The past perfect tenses</td>
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<td>19. The future</td>
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<td>20. The sequence of tenses</td>
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<td>21. The conditional</td>
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<td>22. Other uses of <strong>will/would, shall/should</strong></td>
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<td>23. The infinite</td>
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<td>24. The gerund</td>
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<td>25. Infinite and gerund constructions</td>
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<tr>
<td>26. The participles</td>
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<tr>
<td>27. Commands, requests, invitations, advice, suggestions</td>
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<tr>
<td>28. The subjunctive</td>
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<tr>
<td>29. <strong>care, like, love, hate, prefer, wish</strong></td>
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<tr>
<td>30. The passive voice</td>
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<td>31. Indirect speech</td>
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<td>32. Conjunctions</td>
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<td>33. Purpose</td>
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<td>34. Clause of reason, result, concession, comparison, time</td>
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<td>35. Noun clauses</td>
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<td>36. Numerals, dates, and weights and measures</td>
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<tr>
<td>37. Spelling rules</td>
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<tr>
<td>38. Phrasal verbs</td>
</tr>
<tr>
<td>39. List of irregular verbs</td>
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</tbody>
</table>
## Monolingual English grammars

**LONGMAN**
1. The English language
2. A Survey of English grammar
3. Verbs and auxiliaries
4. The semantics of the verb phrase
5. Nouns and determiners
6. Pronouns and numerals
7. Adjectives and adverbs
8. The semantics and grammar of adverbials
9. Prepositions and prepositional phrases
10. The simple sentences
11. Sentence types and discourse functions
12. Pro-form and ellipsis
13. Coordination
14. The complex sentences
15. Syntactic and semantic functions of subordinate clauses
16. Complementation of verbs and adjectives
17. The noun phrase
18. Theme, focus, and information processing
19. From sentence to text

### Appendix:
1. Word-formation
2. Stress, rhythm, and intonation
3. Punctuation

## Monolingual German grammars

**DUDEN**
1. Words and types of words
2. The Verb
3. The Noun
4. The Adjective
5. The Adverb
6. Prepositions
7. Conjunctions
8. Interjections
9. The clause
10. The simple sentences
11. Sentence types and discourse functions
12. Pro-form and ellipsis
13. Coordination
14. The complex sentences
15. Syntactic and semantic functions of subordinate clauses
16. Complementation of verbs and adjectives
17. The noun phrase
18. Theme, focus, and information processing
19. From sentence to text

**EF**
1. Basic terminology
2. Pronouns
3. Verbs
4. Articles, nouns and adjectives
5. Articles
6. Nouns
7. Adjectives
8. Adverbials
9. Numerals
10. Prepositions
11. Word order in the clauses
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### Appendix 2: Contents of the bilingual grammars

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<td>1. Verbs</td>
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<td>2. Articles</td>
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<td>2. Pronouns</td>
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