



# SRI RAMAKRISHNA ENGINEERING COLLEGE

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Approved by AICTE and Affiliated to Anna University, Chennai  
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Vattamalaipalayam, NGGO Colony Post



COIMBATORE-641022, Tamilnadu, India

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11<sup>th</sup> International Congress on English Grammar (ICEG 2014)  
In association with Systemic Functional Linguistics

## Grammar and Grammar Teaching: Changing Perspectives Volume 2

**Editor**  
**Dr. Vathana Fenn**

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### Editor's Note

This is the second volume of Selected Papers presented in the 11th International Congress on English Grammar (ICEG 2014) conducted in association with Systemic Functional Linguistics. The International Congress was conducted by the Department of English, Sri Ramakrishna Engineering College, Coimbatore 641022 Tamilnadu, India.

I sincerely thank the Management of Sri Ramakrishna Engineering College for having given us the opportunity to conduct ICEG 2014. I whole heartedly thank our Director Dr. A. Ebenezar Jeyakumar and the Principal Dr. N.R. Alamelu for their support and encouragement. I extend my gratitude to the organizing committee and especially the coordinators for their constant and untiring efforts which brought us this recognition and success. I earnestly thank all the authors who have contributed towards the publication of this volume.

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## Tools of Technology to Empower Reading Skills

**A. Amutha, M.A., B.Ed., M.Phil., Ph.D. Candidate**

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### Introduction

Technology and education are highly intertwined these days. Used widely, technology empowers students to take responsibility for their own learning. Students are entering a world in which 60% of the jobs require technological competency, a world in which they must continue to update their occupational and technological skills in order to be successful. Moreover, today's students have a wealth of technology-based tools available to improve their reading skills. However, technological solutions to teaching reading need not be expensive. We must take advantage of the capacity of technology to enhance our traditional classes and to engage our students in active learning.

### Importance of Reading

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Among the LSRW Skills, reading plays a vital role in achieving success. It is found that there is a strong relationship between reading and academic success. A student who can read well not only achieves success in his academic, but also in his career. Excellent readers can recognize the individual sentences and the organizational arrangement of a piece of writing. They can understand ideas, follow arguments, and detect implications. Reading is a many-sided process that develops only with practice. Reading is basic thing in developing a good self image. All the basics in reading such as word recognition, fluency must be learned and mastered within a stipulated time. Reading may also be considered as an ability that comes naturally. Reading is important because words - spoken and written - are the most important things of life. Reading also improves the mind, develops critical thinking and also creativity skills.

### **Problems Faced by the Students**

Students with reading problems lack many of the basic components of reading. Learning to read is a sequential process. Each step in the process relates to one of the three components of reading: decoding, comprehension and retention. These are the progressive steps in learning to read that allow us to move from sounds to words to sentences and paragraphs. Students with reading problems have difficulty in decoding words and sentences.

At a basic level, children recognize that letters represent the sounds of spoken words. As children master each letter of the alphabet, they map these letters to the sounds they represent. This mapping enables children to begin to decipher whole words. Students who decode easily hear these three sounds because the brain automatically separates them. With practice, decoding becomes automatic for the normally progressing reader. Students see words and read them without struggling, even if they do not know the meaning of every word. Students with reading problems have difficulty in comprehending material that they read. Comprehension ultimately depends on the ability to decode and master right words. When that word recognition becomes automatic, young readers are better able to concentrate on the meaning of whole sentences and paragraphs while they read.

A student with a reading disability faces a complicated cycle of difficulty: he cannot read anything clearly. When reading becomes laborious and unsatisfying, a student will avoid

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it. Over time, his comprehension skills decline and he becomes a poor speller and writer. What probably began as a problem with word recognition becomes a general weakness with both written and spoken language.

### **Assessing Technological Needs for Developing Reading Skills**

Large percentages of students continue to score low marks in reading achievements. There is a wide range of assistive technology (AT) tools available to help individuals who struggle with reading. While each type of tool works a little differently, all of these tools help by presenting text as speech. These tools help facilitate decoding, reading fluency, and comprehension. Many of these devices also support increased efficiency, productivity, independence, and enjoyment (Bhattacharya, K., & Han, S. (2001). Piaget and cognitive development). In most instances, students use a combination of assistive technology devices to meet their reading needs. The types of assistive technology devices used to support reading are determined by individual student abilities and needs as well as the required reading tasks across all instructional environments. In this paper, technological tools are organized into various categories based on the primary features or applications to improve reading skills.

### **Smartphones in Improving Reading Skills**

Smart phones promote a number of concrete skills among students. Implementation of smart phones in curriculums makes students to learn and participate in educational activities from anywhere, regardless of the subject of study. Research shows (Shudong Wang and Simon Smith-Reading and Grammar Learning Through Mobile Phones) that the kind of increased exposure towards smart phones can actually help to increase reading. Furthermore, despite the relatively small screen sizes, smart phones are often used for reading on the go. Research suggests that on average, 76.6% of students spend more than 30 minutes a day reading or sending messages on their mobile phones; and 79.5% spend more than 30 minutes browsing the Internet on their mobile phones. If students were to engage in reading activities on their phone for just a small portion of this time, it could be inferred that measurable improvements in their reading ability could be attained.

Students spend more time for games and phones. Motivating them to use it for learning seems to be a difficult task. Moreover making them to spend it for improving reading skills acquire higher-level task.

In the case of a class activity, reading a text under a teacher's supervision is obligatory and students are required to answer any questions posed by the teacher, whereas reading of essays or paragraphs or taking up quizzes in smart phones becomes easy for the students. Materials sent via email can be stored in the receiver's inbox folder and can be retrieved and accessed any time. Because students always carry their mobile phones, they can review the reading materials as many times as they want.

### **Mobile Phone Learning**

The concept of mobile phone learning, although not yet prevalent, is likely to become accepted by more and more learners. However, the disadvantages of mobile phone learning are still significant. Students are not used to reading learning materials on small screens. Taking quizzes or answering reading questions requires them to scroll up and down. Students use mobile phones as their private domain that should remain disconnected from formal study. Most of the teachers and students accept the concept that learning should be done in class or on a personal computer, because mobile phones are for their personal affairs.

Changing this perception may require a shift in thinking as well as teaching. Indeed, given the high ownership rate of mobile phones, it is surprising that university students rarely use the mobile phone as an educational tool. When I asked students that how many of them use mobile phone for learning I heard that they have never used their phone for learning. I hope that this study will help focus the attention of other mobile learning practitioners to embrace a mobile phone learning culture. By working as partners with students, educational institutions can build an effective reading.

### **Electronic Tablets in Improving Reading**

In classroom, learning activities using electronic tablet improves understanding skills, digital skills, creativity, independent learning and motivation. Most of the teachers who work

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in schools and colleges have the same opinion. During 2012-2013, over 2,000 pupils and 150 teachers in early childhood, primary, secondary and special education, took part in a study to identify the best learning activities with tablets, and the advantages and disadvantages of using them (Burns, P. C., Betty, D., & Ross, E. P. (1996). *Teaching Reading in Today's Elementary Schools*). The study highlights a large number of advantages in using electronic tablets, such as access to sources of information on internet, and, providing resources for different learning activities.

Furthermore, it is believed that electronic tablets direct teachers to apply student-centered, improving methodologies help to deal with diversity among pupils (by personalizing content and practice activities), spread digital skills within the family and help the use of collaborative information-sharing environments. The electronic tablets assist independent learning (as they provide interaction and tools), help develop pupils' digital skills, improve comprehension (through images, simulations and video), encourage creativity (by helping to find and organize information and discuss ideas), and increase pupils' involvement and motivation. When students read electronic texts they were capable of understanding the main theme of the text, but they were not capable of remembering the details of the text and at the same time, their reading skills are enhanced.

Different tests on reading were conducted in our college by some of the language teachers to determine students' oral reading speed and their reading comprehension levels. These reading tests included different passages. The reading speed of the student was calculated by the number of words read appropriately in one minute. However, this study found those students' opinions about the use of electronic tablet was significantly positive. In addition to this, students found the use of electronic tablets enjoyable. Further studies could examine students' silent reading performance and comprehension to determine reading difficulties and students' motivation for reading through electronic tablets.

According to the findings of this study conducted by us in our college, electronic tablets are effective tools for reading electronic texts. The availability, display quality and ergonomics of tablets have optimistic effects on students. Students can effortlessly read the text by holding the electronic tablet like a book. Electronic tablets can be used in both the positions either in horizontal or vertical positions, which positively improve reading because

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rotating a tablet to a horizontal position provides a wider reading area. Moreover, students are able to adjust the size of the text, allowing them to read more comfortably.

### **Computers in Improving Reading Skills**

The ability to read affects students' progress in all academic areas. Over the years, many interventions have been developed to help students with reading disabilities. Computers play an important role in developing reading ability among students. In the 1980s when computers started to become commonplace in public school classrooms, computer programs to help teach reading became a growing trend in reading education. With the increased use of computers in the classroom came the advent of computer-assisted instruction (CAI).

CAI programs use different types of instruction, including drill and practice, strategy instruction, and simulation; they also focus on various components of reading, including pre-reading skills, word recognition, vocabulary, and comprehension. As such, CAI offers a number of benefits to students and teachers. To students, it provides drills, exercises, and opportunities to practice reading skills; teachers find it helpful in assessing students' progress, diagnosing problems, providing information, and maintaining records.

### **Use of Computers**

The utilization of computers in language teaching influences not only the efficacy of teaching but also students' language aptitude. This is an appropriate attempt to be made in order to have an impact on the troubles being faced. As the recent teaching aids, the use of computers is viewed as an effort that could change students' opinion on language learning. As operators of teaching, language teachers need to have skills to conduct computer-aided language teaching.

Even though there may be difficulties in the implementation steps, teachers need to be equipped with the skills and knowledge to match with the current educational needs that require more student-centered teaching.

Computers may possibly draw students' attention in reading and teachers in teaching easily use it. Students are able to concentrate on the lessons as the computer displays text and colorful pictures that will attract the interest and concentration of students. Computer assisted language learning encourages students to actively participate in class activities that are implemented during teaching and learning. People with experience reading on computer monitors have increased reading speed and comprehension levels (Dyson, M. C., & Haselgrove, M. (2000). Teachers should include the use of computers in the teaching of reading in a curriculum and not just focus on textbooks alone.

### **Eradicating Illiteracy**

The application of computers in teaching provides time for teachers to improve student materials as well as plan and organize lessons using computer according to the students' skills. The use of computers in classroom must be enhanced and this can help in overcoming the problem of illiteracy. A successful education programme that would particularly address the problem of illiteracy is influenced by adequate learning media, and by the qualities of the teacher as well as students' own motivation to learn.

Computers provide direct effect on the world of education. With the Microsoft Word programme, computers are more widely used in writing and reading practices. With the development of computers in the society, someone who has not been able to write and read is encouraged to study hard so that he could read, write, and use the computer as a communication tool popular in the community

### **PowerPoint Improving Reading Skills**

PowerPoint is a successful tool to deliver material in the classroom and persuade students' reading skills. PowerPoint is highly used to assist the teacher and the students in teaching learning process. The use of PowerPoint can be one of the important aids for teaching in classes. It makes the students feel more enjoyable in learning English so that the atmosphere of the class is more favorable.

PowerPoint plays a major role in the development of students' skill in reading. To improve students' interest in reading skill, the teacher should make the lesson more fascinating and competent to reduce the students' difficulties. As a result, the teacher needs an appropriate technique. The appropriate technique has a significant role in determining the success of teaching learning process.

PowerPoint gives a new strategy for the students in learning reading. PowerPoint stimulates students' interest, when pictures are included. While using PowerPoint students will pay much attention to the pictures, charts, tables, etc. In addition, the sizes of the letters appear bigger and highlighted which would help learning the words, spelling, etc.

## **Conclusion**

Students may recognize more words when different tools of technologies are used. This was proved in the test I conducted by us. 100 words were shown to the students using computer, smart phone & power point. Students showed about 50% improvement in the recognition of words in the test conducted. Students were not familiar with the words in the beginning. Towards the end of the learning process, they learned to identify more words. After exposure to the words, different passages were given to the students. The students were instructed to read audibly a passage in two minutes. All students were capable to read more words perfectly within the time limit. Nearly 60 % of the students showed progress. The results indicated that students' reading fluency in terms of accuracy had automatically improved because of the use of technological tools. It is also found that the use of different technological tools were compact and accessible to the teachers. The ready-made materials saved teachers much preparation time. At the same time, assignments of various kinds were also designed to tell students clearly about their achievements. This is a very cost-effective way to improve their reading. The students demonstrated improvements in their scanning, referencing and predicting skills, so their reading comprehension became better. It is found that the tools enhanced students' comprehension of texts. Students utilized the tools to understand connections between ideas, guess the meanings of words, used contextual clues to gain a deeper understanding of the text.

The use of a variety of tools allowed students to interact with the teachers and each other well and had raised their interest even in learning the phonics rules. Students especially enjoyed the use of technological tools such as mobile phones, computer, PowerPoint, and electronic tablet. They also mentioned that they achieved a sense of satisfaction as they used these tools and they also mentioned that they have become more confident in trying to become most efficient readers.

## **Recommendations**

Advances in modern technologies noticeably amend the texts and tools available to teachers and students. These technological advances have produced enthusiasm among various persons for their potential to be used as instructional tools for literacy education. Drawing on studies of e-reading technology and computer technology more broadly, they also reflect on the very real, practical challenges to optimal use of e-reading technology. Technological tools positively influence reading achievement. In general, tools-assisted learning is perceived positively by students as an effective method to improve their reading. At the same time, before launching technological tools, security should be carefully considered.

The teachers' experience of having the tools for preparing their lessons on CDs and on mobile phones is that it was an important addition to the technique of teaching English. The teachers were delighted to merge this form of technology into their lesson preparation as it was easy to use and they were sure of its usefulness. It was noticed that the students changed from being hesitant learners to enthusiastic learners and from slow to fast and confident learners. It is recommended that teachers should use only technological tools that support learning; choose evidence-based tools; provide technology users with systemic supports; and at the same time capitalize on the data capacities and volume of information that technology provides.

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### Grammatical Precision and English Proficiency: An Analysis

**Dr. Deepa Mary Francis and Dr. Susan G. Varghese**

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#### Need for New Techniques to Encourage Students to Gain Communication Skills

“Lack of Fluency in English makes Transition to City Colleges Uneasy for Rural Students” – this is a headline of a news item found in *The Times of India* dated 1<sup>st</sup> July 2010. This may be just a news item for the readers. But for English teachers, this is a reminder of the Herculean task they shoulder, as the semi-urban and rural students consider gaining fluency in English as a daunting task. All English teachers are very much aware of this responsibility. A meticulous analysis of the prevailing situation reveals that only very few students are really interested in honing their communication skills. The dire need of the hour is to find out new teaching techniques to get the students more familiarized with the new language.

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## **English is an International Property**

English which had originated “in the Anglo- Saxon Kingdoms of England... has been widely propagated around the world” and has become “ the leading language of international discourse and the *lingua franca* in many regions” (*English Language*). English, no longer remains to be the exclusive cultural property of native English speakers, but is rather a language that is absorbing aspects of cultures worldwide as it continues to grow. English has turned out to be a globe-trotter, reared and reinvigorated in different countries by diverse communities. One could even speculate that the native speakers are in a minority when compared to the total number of users. No one could deny the wide readership of works in Indian-English abroad that have stood the test of time.

With large and varied spoken English corpora, we have in India, speakers who are very proficient at one end, and at the other, millions of users of the language who aspire to speak and express fluently. The idiot-box and the Internet, especially the social networking sites, have further widened the appeal of this language.

## **Strengthening Spontaneity in the Use of English –Teachers’ Problems**

This paper explores the difficulties of learners as their spontaneity gets inhibited by the over emphasis of grammar at the basic level. Teaching and learning grammar have become a complex issue. This paper reflects the disheartening experiences of learners and teachers while enhancing communicative skills among college students from semi-urban and rural places. As the language teachers demand grammatical accuracy from them, they are seen grinding so long that their desire to learn the language gets dripped forever. There is too much emphasis on grammar which develops in the learner an aversion towards this language. Thus, insistence on grammar has a numbing effect on the learners. The teacher is at his wit’s end worrying about how to accomplish the supposed goal in language classes.

## **Grim Reality**

The present global scene demands innovative techniques to tone up English communicative skills in colleges. In spite of all the academic qualifications, students are unable to put across

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their ideas effectively. Completion of the degree does not assure the students a job. “Now, a study shows that 47% of graduates are not employable in any sector” (Poor English makes 47% graduates unemployable, says study). In order to become employable, candidates should have a lot of skills and English communicative skill stands second to no other skill. Lack of proficiency in English makes their chances of getting a good job slim. The grim reality is that, for the students from semi-urban and rural places, gaining clarity over the basic grammar usages is really a hard nut to crack. As today’s world shrinks into a single village, the need for every student to communicate in English fluently and flawlessly seems to be inevitable. But, the pathetic fact is that the present system of curriculum, by and large, does not enhance communication skills and so the students become unfit for a job, as there is a mismatch between vacancies and job seekers.

### **Slippery Slope for Semi-urban and Rural Students**

Communication skill is a slippery slope for the students from semi-urban and rural places. On many occasions, all of us would have observed the uneducated or illiterate bead sellers and petty traders talking in English with foreigners who stop to buy things from them. How are they able to acquire this skill and come to know of the sort of vocabulary they need to fix a good bargain? It is nothing but their interest and a sort of compulsion that would help them earn money.

### **Getting Students Interested in Gaining Proficiency**

Coming back to our semi-urban and rural students, in spite of being aware of the fact that English is needed to pursue their studies and to communicate in real life situations, they view English only as a subject. In many schools, English is a subject which is often taken for granted. Only when the students face a situation in which they need to understand this language and respond in the same, they realise the importance of proficiency in it. Getting students interested in gaining proficiency in English is a big issue that most English teachers have to deal with, especially when their students are from semi-urban and rural places. The primary focus should be on creating an interest among students in learning English.

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## Developing Anxiety

An objective analysis of this subjective issue brings to the forefront that lack of proficiency in English adversely affects the students' confidence level. In a heterogeneous class, the students in question develop anxiety when

- the other students speak better English
- they are not able to follow what the teachers say
- they do not recognize certain words and do not know the meaning of some words

For the students to transcend this divide, they should gain proficiency in this language.

## What Will Help?

Exclusive grammar lessons are not going to help the students talk fluently in English. In spite of knowing the grammar rules, some may be unable to frame even simple sentences. There is no magical method that will dramatically improve the communicative skills. The students should get chance to listen to good English, because the natural sequence of learning any language for that matter, is to be adopted even in learning English. Commenting on a spoken language, the eminent philologist Vendryes says, "...the speaker has neither the leisure nor the time to mould his thought according to the strict rules of reflective and organised language....Spontaneous language is therefore in definite contrast to grammatical language" (75) (qtd. in I .Morris).

## Place of Grammar Learning

Antony Burges, in his book *Language Made Plain*, tells about the difficulties of grasping the grammar of a foreign language at the primary level. He has compared the language learner to a swimmer who swims "miserably in a marmoreal sea of abstractions" (138). It is true that teaching grammar is an abstraction from language itself and it takes away the spontaneity in using it. But, the present curricula in colleges offer grammar as a separate unit. These separate

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grammar lessons put them off from reading and writing forever. The fear of the unknown gets mustered up which in turn affects their improvement. Thus, through reconceptualising and reframing grammar texts, we believe that we can redress this difficulty. Penny Ur, in her book *Grammar Practice Activities* says:

The learning of grammar should be seen in the long term as one of the **means** of acquiring a thorough mastery of the language as an end in itself. Thus, although there may be at times at which we ask our students to learn a certain structure through exercises that concentrate on virtually meaningless manipulations of language, we should in principle invest more time and energy in activities that use it meaningfully, culminating in general communicative tasks where the emphasis is on successful communication, and any learning of grammar takes place only as incidental to this main objective. (5)

### **Application to Real Life Situations**

The application of language to real life situations enables a child to learn its mother tongue successfully. The learning and application of mother tongue happens naturally with the ‘subconscious operation’ of words. The child’s capability to reproduce the mother tongue indicates the operation of ingrained habits that it attains through experience in ever widening situations. But in the acquisition of a foreign language, ‘mental translation’ is applied. So, as the learner concentrates on language and meaning, he tends to ignore grammatical forms. The learner moves in a trajectory that he has internalized and thus, through dialogic interaction the learner sheds inhibitions and regains confidence. The learner, in turn, reinforces the goal to attain proficiency through continuous reading. The skill of language learning is acquired only through practice and not through grammatical activities.

### **Select Elements of Grammar**

Only the very basics of grammar are to be taught for these students. For example, verb conjugation needs to be made clear for them. Students could be made familiar with constructing

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simple sentences with verbs in simple present, past and future tenses. The much important thing to be done at this juncture is to help them to come out of their hesitation. They should be made to use this language in an instinctive manner by giving them some activities like storytelling, narrating some incidents, asking questions about the story or the incident etc. Minor errors could be excused in such activities. Corrections could be done without disturbing their confidence level. Students should be equally encouraged to improve their vocabulary. A considerably good vocabulary is highly essential to really enjoy English. But the students in question should have a modest vocabulary of at least two thousand to three thousand words for their day to day conversation and for a better understanding of what they read.

### **Progress towards Proficiency**

Proficiency in English has become a requirement in many fields, making communication skills occupy the prime position among the various employability skills. In this globalized era, mastery in English, both spoken and written, has become mandatory, as English is the only link-language among different countries. Proficiency in English does not merely help students to communicate their thoughts in this international language, but also help them to become a part of the refined society. “Grammar provides a platform to build the edifice of a language on. It is not the be-all and end-all” (Paul). Panini, the Sanskrit grammarian who lived during the fourth century B C, in his *Ashtadhyaya*, the greatest treatise on Sanskrit grammar, has written that “Grammar is the skeleton, not the soul of a language” (qtd. in “Is grammar everything?”). Apart from gaining clarity about the essential basic concepts of grammar, concrete and time bound measures are to be taken by these students to hone their communication skills, for it is a time consuming process. As in every other case, even in improving communication skills, hard work and perseverance pay.

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## Grammar and Grammar Teaching: Changing Perspectives Volume 2

Editor  
Dr. Vathana Fenn

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### Significance of Grammar - Phonology, Syntax and Semantics in Technical English

M. Dorairaj, M.A. (English), M.A. (D.E.), M.Ed., PGDTE

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#### Introduction

In spite of the fact that grammar is not so important as to communicate, communication can generally be achieved most efficiently by means of grammatical sentences. Especially in technical institutions, English is the only medium of instruction where ESP (English for special purposes) is followed revolving around the concept “Register”. Rajaji once said “Learn English through Science”.

#### Grammar - Phonology

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English is not a phonetic language whereas all Indian languages are phonetic. Besides, English is a stress-timed language whereas all Indian languages are syllable-timed languages. So, Indian students face difficulty in learning English especially when it comes to pronunciation.

Teaching of pronunciation presents peculiar difficulties. Grammatical structures can be taught in sequence. Pronunciation, on the other hand, does not permit such progressive treatment since all phonetic and phonological features are potentially present from the very first lesson. The teacher must deal systematically with the teaching of pronunciation according to grammar rules.

### **Received Pronunciation (RP)**

Great prestige is still attached to this implicitly accepted social standard of RECEIVED PRONUNCIATION. RP is regarded as an evolving mode of pronunciation in phonological system.

### **Sound System**

In English 26 letters represent 44 sounds in which vowel sounds are 20 and consonants sounds are 24. Vowel sounds are subdivided into monophthongs (12) and diphthongs (8). English language laboratory should be equipped with all sounds. The learner under the guidance of teacher listens and repeats the sound correctly. English as a second language is learnt with examples of listening and imitating. There are homophones, homographs and homonyms. The teacher selects the contrast words meticulously for practice.

### **For example:**

art	ought
cart	court
hard	hoard
lard	lord
tart	taught
s	z

seal	zeal
hiss	his
loose	lose
ice	eyes
waltz	walls
course	cores

## Accent

The stress-timed rhythm of English utterances with the weak syllables is the prime feature of the pronunciation. There are certain grammatical rules to follow which help us to add proper accent. The great variety of accentual patterns in English words must be given an important and early place in teaching pronunciation. For example:

1) Words ending in “ee” as suffix have stress on the ultimate syllable. Trai’nee, consig’nee, dra’wee, nomi’nee, pa’yee, etc.

2) Words ending in “ion” and “ic” have stress on penultimate syllable. Exami’nation, coope’ration, sen’sation scien’tific, pro’lific, dy’amic, etc. Here phonological grammar plays a vital role in mastering the accentual pattern.

## Intonation

When we hear someone speaks, we realize that he doesn’t always speak on the same note. We hear constant variations in the level at which his voice is pitched. Learners with different linguistic backgrounds will experience different difficulties in appreciating the distinctive elements of English. So, the teacher should be aware of grammatical points of this area fully to pronounce correctly the sounds. In a sentence such “This is my book”, selection of nucleus depends on the aim of getting the answer according to the situation. So, according to grammar, the sentence may be falling, rising, rise-fall or fall-rise.

## Assimilation

In connected speech or oration, some sounds are missing or some other sounds intrude. Assimilation takes place because of the attitude of the speaker. For example:

“hand+kerchief” becomes hanky.

The teacher must be thorough with the grammatical rules to use better English.

### **Elision**

Since OE it has always been a feature of the structure of English words that the weakly accented syllables have undergone a process of loss of phonemes. But the examples of elided words are usually only in colloquial speech. Some of these will certainly occur in our speech. So the teacher must be careful to learn the grammar of phonology. It is good to have a theoretical and practical knowledge of changes; otherwise the teacher may not be able to understand and teach English pronunciation.

### **Grammar-Morphology**

Morphology is the branch of linguistics that studies patterns of word formation within and across languages and attempts to formulate grammatical rules that model the knowledge of the users of the languages. Morphology is the identification, analysis and description of the structure of a given language's morphemes and other linguistic units, such as root words, affixes, parts of speech, etc. While words are generally accepted as being the smallest units of syntax, it is clear that words can be related to other words by morphological rules (grammar). English users recognize that the words *boy* and *boys* are closely related – differentiated only by the plurality. Users of English recognize these relations because of their knowledge of the rules of word formation.

The distinction between these two senses of word is arguably the most important one in morphology. The first sense of the words “boy-boys” is same. The second sense is called word form. We thus say that *boy* and *boys* are different forms of the same root. Here we find two kinds of morphological grammar rules. Some morphological rules relate to different forms of the same root, while other rules relate to different roots. Rules of the first kind are called inflectional rules and rules of the second kind are called word formation.

Word formation is a process where one combines two complete words whereas with inflection we can combine a suffix with some verb to change its form to subject of the sentence. For example, in the present indefinite, we use walk with subject I/we/you/they and plural nouns, whereas for third person singular pronouns (he/she/it) and singular nouns, we use *walks* adding an inflectional marker "s" and which is used to match with its subject. A further difference is that in word formation, the resultant word may differ from its source word's grammatical category whereas in the process of inflection the word never changes its grammatical category.

In English there are word form pairs like ox/oxen, foot/feet, deer/deer, where the difference between the singular and plural is identified.

First way of word formation is inflection. In a word like recapitulation, we say that the morphemes are re-capitulate-ion. Here *capitulate* is the root and the first morpheme is the prefix and the other morpheme is the derivational suffix.

### **Example**

From the root word "sign", word forms are made as furnished below:

sign	signable
signal	signaler
signalist	signalize
signate	signation
signatory	signature
signet	signify
significant	significance
insignificant	significantly
design	designation
designated	insignia

Second way of word formation is compounding. Compounding is a process of word formation that involves combining complete word forms into a single compound form.

*Headmaster* is therefore a compound word because both *head* and *master* are complete word forms before the compounding process has been applied.

Third way of word formation is derivation. Derivation involves affixing bound (no-independent) forms to existing roots, whereby the addition of the affix derives a new root. One example of derivation is clear in the example: The word “improvement” is derived from the word “prove” by prefixing it with “im” and by suffixing it with derivational suffix “ment”.

Languages may be classified as synthetic or analytic in their word formation, depending on the preferred way of expressing ideas that are inflectional: either by using word formation (synthetic), or by using syntactic phrases (analytic).

### **Grammar-Syntax**

Grammar plays a vital role in using words in order. This we need to follow in using English language. The emphasis is on the form and technique, on the construction of sentences on the choice of words and on the use of the language. Syntactical concept the language mainly depends on the manner and matter. There may be and often obviously is the gap between spoken and written form. The syntax of the voice is not the syntax of the pen. Spoken form tends to be loose and could be vulgar while the written form becomes literary and formal. The syntactic grammar signifies the acceptable manner or way of writing.

We use grammatical structures created through movement of constituents and other changes for reasons relating to presenting information, including some structures that depart substantially from the basic structure “s+v+o”. Grammar is concerned with how sentences and utterances are formed. The arrangement of words (syntax) is an important item.

The meaning of the sentence “I gave my sister a ring for her birthday”, is obviously created by words such as *gave*, *sister*, *ring* and *birthday*. But there are also other words (*I*, *my*, *a*, *for*, *her*), which contribute to the meaning. Various aspects of the individual words and the way they are arranged enable us to interpret what the sentence means. For example, we know it is “I” who gave the sweater not my sister, because “I” comes before the verb “gave”. In English “I” comes before the verb “gave”. In English, subjects (the doers of the action) come before verbs in statements. We also know the relationship between the indirect object *my sister* and the direct

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object *a ring*. (The ring was given and my sister was the recipient) because indirect objects come before direct objects. We also expect “my” to come before sister, not after.

Structure = S+V+IO+DO

These aspects of the arrangement of words in sentences are referred to as SYNTAX. Syntax is one of the two basic principles of grammar. It is important to note that the learner is not expected to memorize these verb patterns. They are a simple reference system, a practical guide to the learner who wants to form correct grammatical sentences.

For example:

1. S+V+O = John likes tea.
2. S+V+C = Latha is a girl.
3. S+V+IO+DO = My father sent me money.
4. S+V+to infinitive = Someone has called to see you.
5. S+V+gerund = She enjoys playing tennis.
6. S+V+do+toinfinitive = He brought his wife to see me.

Focus structures are widely used in both conversation and writing. Teachers should understand the grammar of these structures and how they are used.

Form of cleft sentences = Cleft sentences are a variation of basic declarative sentences, differing from them in that constituents have been made prominent through changes that include splitting (clefting) the sentence.

- Example (a) He brought a small red convertible.  
(b) It was a small red convertible that he brought (cleft).

### **Form of Fronting**

Fronting gives an element greater prominence by moving it to the beginning of a sentence as it involves only the movement of a constituent and not the addition of elements to a sentence. Fronting applies to a range of constituents and has several specific uses. It is relatively rare in speech but quite common in writing.

## Examples

- (a) I don't understand him.
- (b) Him I don't understand (fronting).

## Inversions

Inversion moves elements into a position of prominence at the beginning of a sentence. Depending on the inversion, the verb may be a main verb or an auxiliary. This process helps create an inversion structure from sentence with normal declarative s+v+o structure.

## Examples

- If you had dropped the glass, it would have broken.
- Had you dropped the glass, it would have broken. (inversion)

As teachers we should understand the syntactical grammar how they are used for the benefit of the consumers of education.

## Grammar-Semantics

English is a highly inflected language. It makes great use of inflection in its grammar of variations in the ending of the words. It prefers grammatical devices but there is enough at any rate to show what an inflexion is. English entered on a period of quite considerable change in form and meaning. The rich variety of English is one of the things that makes it an exciting language to speak and to use. We have some reason to feel optimistic about the continuing unity of English and about its prospects as a major medium of world use (for instruction and communication).

One of the striking things at the moment is the remarkable expansion and change going on in the vocabulary and meaning. It is clear that the process of change, which we have traced from the earliest records up to modern times, is still going on. English is changing today as it has always changed. So we need to learn the change in the use of particular forms of the

language. As users of English language, we inevitably feel that there is some unique correctness about our own particular form and we try to teach this form to our students. As users of language, we are fully entitled to accept it. It is natural to long for stability in a universe of change to try to pin things down and fix them.

Change in the language is found not only in the form but also in meaning. The semantic change lies between the language and the real world. Semantic value of the words depends purely on how the particular word is used in a particular context. For example, *Singapore is a FINE city*. Here the meaning is vivid and absolute. The reader has to have some knowledge of Singapore. So we have two aspects of meanings. One is referential meaning and the other formal meaning. There has been a tendency in us to confine our attention to formal meaning and to argue that referential meaning is not our concern.

Though there are no regular grammar rules here as we find in phonology and other areas, we can still see some kind of grammar rule in the changes of meaning.

### **A Few Examples**

1. I saw a dark lady in a dark room.

Here the meaning of the first “dark” refers to skin colour.

2. The word “horn” is in different sentences with different meanings. The context alone gives definite meaning.

(1) The original meaning of horn is “one of a pair of pointed projections on the heads of oxen, sheep, goats etc.

(2) But it was extended to mean “one of those used as a musical instrument.

(3) In modern days it is used for “hollow drinking vessel”.

(4) For sound making apparatus as in cars, buses, etc. Sometimes the word *horn* is used figuratively. “Take the bull by the horns” means “to face a difficult thing or person rather than avoiding them”.

3. The word “pass” has meanings in different contexts.

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- (a) I passed X class last year.
- (b) When I was passing on the road, I met my friend.
- (c) I passed one hour in English lab.
- (d) Because of the large crowd in the street the bus was unable to pass.
- (e) The child passes urine on the bed.

The coexistence of several meanings in one word which is extremely common is called polysemy. The existence of polysemy has obvious dangers because a key word in our argument is used with different shades of meanings in different places. This often happens in political or moral disputes where words like *freedom* and *natural* get thrown in shifting senses.

Sometimes the change of meaning is caused by the form of a word. For example, the antonym of the word *qualified* is *unqualified* and *disqualified* with different meanings. The meanings of *disinterested* and *uninterested* are not same though the two words are antonyms of the word *interested*. Figurative use of words gives odd meanings: *Foot of the hill, mouth of river, bottleneck*.

As teachers of English, we should be thorough with the grammar of semantics and we should accept all innovations automatically and uncritically admitting the fact that changes of meanings exist and will continue.

## **Conclusion**

Resourceful teachers of English should master the command of English especially in the area of grammar. He/she is the key person to translate knowledge into practice in the classroom. Though grammar does not exist separately from other levels of language, grammar is the important ingredient hidden in the language. There is a close link between grammar and lexis. Grammar plays a vital role in the technical field as Indian students study technical course in English medium. Considering the need to teach four areas – phonological, morphological, syntactical and semantic - of grammar which should be taught functionally, the teachers of English should play a pivotal role in the classroom so that the technical students will certainly learn English to become effective communicators in all their chosen careers.

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## Grammar and Grammar Teaching: Changing Perspectives Volume 2

**Editor**  
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### Text and Reality: An Enquiry on Discursive Structure

**Flergin Antony, Ph.D. Scholar, FT**

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#### 1 Introduction

The communication between text and reality has been a predominant area of discussion from early 20<sup>th</sup> century onwards. The representation of day-to-day experiences in life and events in the world, either in written or spoken discourse, has been a dilemma for all the linguists. The initial steps by Harris and Mitchell, notion of schemata by Bartlett, technical approaches by Minsky and archeology of knowledge by Foucault have been exploring the broad field of life centered existential linguistics and structural dynamism. M. Foucault says that the same experience or event creates different versions of realities. Once reality is born experience may disappear. This argument amassed many criticisms from the part of historians and journalists to him. He was accused of neglecting past events and experiences.

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## **Dichotomy between Experience and Reality**

The dichotomy between experience and reality is surprising. The experience is the text and which is transformed into a reality through a process of discursive structure. The structures are neither accidental nor spontaneous rather deliberate and definite occurrence. The sum total of the discursive structure creates a discourse.

### **1.1 Significance**

It is indeed true that human communication and means of communication have become more complex and sophisticated today. Language is the fundamental mode of communication. Despite the means and ways, the communication still remains confusing and ambiguous. The reason is that no language can communicate the experience of man in its fullest sense. And when somebody tried to make use language in such a way, the readers are not prepared to get full core. This age old dilemma inspired the linguists to learn the language and human communication more seriously. The three levels of human communication such as; meaning, form and substance or discourse, syntax and phonology are unanimously agreed to by all the linguists. Though Bloomfield focused only on the relation between form and substance, Firth and Chomsky led linguists towards the study of sentence structure beyond morpheme and phoneme, and analysis of conversations (Malcolm Coulthard, p.1). These two initiatives were the impetus to all types of discourse level analyses.

### **1.2 Methodology**

This paper analyzes a few selected readers' reviews taken from *The Hindu* daily based on a front page news titled "PM to skip CHOGM" published on 10<sup>th</sup> November 2013. The decision of Indian Prime Minister Dr. Manmohan Singh not to participate in Commonwealth Heads of Government Meeting (CHOGM) hosted at Jaffna, Sri Lanka by President Rajapakse accumulated different types of reviews both in favour and against the PM's decision. The same event created different kinds of structural representations and discourses.

The main purpose of this analysis of the structures of discourse is not to uncover the truth or the origin of a statement but rather to discover the support mechanisms which allow it to be

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said and keep it in place. These mechanisms are both intrinsic to discourse itself and also extra discursive, in the sense that they are socio cultural (Sara Mills p.45). Some of the significant constituents upon which discursive structure analysis is done are Foucault's concepts such as; Episteme, statements, discourses and archive. The selected reviews are analyzed under these categories.

### 1.2.1 Episteme and Discursive Structure

*Episteme* is the central concept of Foucault in his archeological method of discourse analysis. It refers to the orderly 'unconscious' structures underlying the production of scientific knowledge in a particular time and place. The sense of the world of objects is being created through these structures. These structures of knowledge are being supported and traced out by certain procedures and by linguistic artifacts. The textual coherence and cohesion will bring forth world of knowledge on a particular subject or an issue. The selected reviews would narrate this well.

#### Review 1

1. Permit me to go back to the days of 1947-48 up to 1950, when the Commonwealth of Nations was just a fledgling organization.
2. India became a sovereign Republic on January 26, 1950. Then Prime Minister Jawaharlal Nehru hailed the birth of the Commonwealth. As he acknowledged then, true globalization means and entails global citizenship of all people on this planet.
3. The word Commonwealth profoundly conveys the meaning that we share the wealth gifted to us by nature as well as the economic, social, cultural aspects of all member nations. Nehru in his magnanimity and true spirit of statesmanship acknowledged that queen of England as the Head of the Commonwealth, though India became republic.
4. Prime Minister Manmohan Singh's decision to stay away from CHOGM 2013 does not augur well for his statesmanship. He has missed a great opportunity to interact with other heads of state as well as with the Sri Lankan President for a frank talk on the Tamils issue.

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### Cohesion Level

There are four anaphoric references, one cataphoric and two exophoric references. There are no substitutions and ellipsis but conjunctive cohesion markers are as many as; eight in the additive and one in the causative category. For the benefit of the analysis the review is divided into five subgroups.

- The pronoun ‘me’ in the first section is a cataphoric reference, looking forward to a word that has not been used yet, to the writer Wg. Cdr. (retd.) K.R Dwarakanath
- The pronoun ‘he’ is an anaphoric reference point back to the Jawaharlal Nehru. The connecting words; then (2), and are additives because they add information to the previous clause and sentence.
- The pronouns ‘we’ and ‘us’ are exophoric references pointing to something outside the text. Though there may have confusions whether they are cataphoric or not as ‘member nations’. But ‘we’ and ‘us’ are not referring the member nations in the sentence. The words; ‘as well as’, ‘and’ are the additives and ‘though’ is contrastive word. The pronoun ‘his’ is an anaphoric reference to antecedent Nehru.
- The pronouns ‘his’, ‘he’ are anaphoric refers back to Manmohan Sing. The word ‘as well as’ is an additive.

### Coherence Level

- The words repeated; commonwealth (5), republic (2), Prime Minister (2), Nehru (2), statesmanship (2).

- The verb acknowledged is repeated two times and found synonym with 'hailed'.
- The words; 'stay away', 'missed' are superordinates

The more anaphoric reference the more focus on the antecedent. The more repeated words the more effect on the subject. At cohesion level both PMs have got two anaphoric references pointing out the focus of review on the comparison between two prime ministers. This comparison is done on the basis of the key concepts such as; commonwealth, Republic and statesmanship that threads together the whole text. The former PM acknowledged and hailed whereas the latter stayed away and missed the whole concept of Commonwealth. It is a personal criticism.

## Review 2

1. We have once again demonstrated how easily national strategic interests can be sacrificed at the altar of political expediency.

2. We have only ourselves to blame if we find new and strange neighbours in our southern backyard  
(11<sup>th</sup> November 2013)

- The pronoun 'we' in the first section and rest of the pronouns such as; 'we, ourselves, we, our' are exophoric references pointing out something outside the text. All the pronouns refer the word 'India' which exists outside the text. The focus is on the nation's failure. Indirectly asserting and apologizing the failure. The pronoun we is representing each and every member of this nation. This further indicates the failure of each and every one of us. Its focus is neither on politicians nor on reader or writer rather self criticism.

- The second sentence focus on the indirect negative politeness of warning. India is going to find new and strange neighbours in southern backyard. Warning is for the benefit of the addressee and not to the speaker. Thus this is a warning for each of us.

### Review 3

1. The prime Minister's decision is disappointing. Instead of helping Tamil leaders in Jaffna, Tamil Nadu's politicians have played the wrong card in order to gain attention politically. This will only be the beginning of endless problems for India.
2. It was not very long ago that Tamil Nadu did not allow Sri Lankan cricket players to play in Chennai and some Sri Lankan tourists were attacked.
3. The Central government remained a mute spectator through all this. India must help the Tamils to secure political and economic rights. (12<sup>th</sup> November 2013)

- The repeated words such as; Tamil Nadu (2) ,Sri Lankan Tamils (4) , generic word Politics (3) focus on relationship between Tami Nadu and Sri Lankan Tamils. The issue is anything other than politics.

- Positive politeness of imperative in section 3, 'India must help the Tamils' it is a speech act of threat rather than a warning. Unlike warning it is for the benefit of the speaker rather than the addressee.

- The word 'this' is an ellipsis, omission of the phrase mentioned in the first section itself: wrong play to gain political attention. The reader need to look back to previous sections to understand the meaning of this ellipsis.

#### 1.2.2 Statement and Discursive Structure

Episteme is constructed from sets of statements grouped into different discourses or discursive frameworks. They are building blocks of a discourse. It is not just an utterance but a

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sentence having several different functions as statements depending upon which discursive context it appears in. The statements are analyzed on the basis of speech acts.

#### Review 4

1. The question is with the Prime minister not attending CHOGM; will India be alleviating the plight of Sri Lankan Tamils? Will we further lose the opportunity to give Tamils a dignified life?

2. Moreover, it is not an internal meeting of Sri Lanka but an international summit where Sri Lanka is just a venue. India should have understood this. (14<sup>th</sup> November 2013)

- The two direct speech acts, questions, based on ‘not attending CHOGM’ shows the anxiety of the speaker. The CHOGM was crucial and unless attending we may not be able at least to alleviate the plight and get opportunity to give Tamils a dignified life.
- It is an indirect speech act with politeness. Though seems to be imperative, intends to make an interrogation, Why shouldn’t have India understood this? It is also a warning reminding the discreteness of the Indian Government. Warning is always for the benefit of the addressee rather than the speaker.

#### 1.2.3 Discourses and Discursive Structure

Discourse is the set of rules and procedures for the production of particular discourses. Discourses are set of sanctioned statements which have some institutionalized force and grouped together because of some institutional pressure because of similarity of context or act in a similar way. They have a profound influence on the way that individuals act and think.

#### Review 5

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1. Like the abrupt announcement of the formation of a Telangana state, the prime Minister's decision to skip CHOGM is aimed at benefits in the coming Lok Sabha election.
  2. But the political managers and think tanks of the UPA have failed to realize that in order to harvest a good yield; one has to sow good seed.
  3. By deciding to skip CHOGM on the ground that it will be against the sentiments of the people, the UPA has compromised India's strategic interests and thereby conceded space to Pakistan and China.
- (11<sup>th</sup> November 2013)

Four Major discourses are discussed which influenced the contemporary history of India.

- The problems related with **formation of Telengana state** have become a headache for the UPA. The internal and external pressure even after the declaration is still prevailing.
- The advent of **Parliament election** with strategic movements may be collapsed by this decision. Though the former decision had a good intention, it has been badly affected the impression of the UPA. This decision would result the same.
- The **moral saying** with a negative politeness asserts UPA decision as well as the Party is a failure.
- The frequent **attack by the Pakistan and China** without respecting strategies can not be blamed at all since UPA compromised the strategies of India. There will have many such enemies in future.

#### 1.2.4 The Archive and Discursive Structure

This is a technical term Foucault uses in *The Archaeology of Knowledge*. It designates the collection of all material traces left behind by a particular historical period and culture. Archives are analyzed on the basis of set of rules at a given period and for a definite society. Set of discursive mechanisms which limit what can be said, in what form and what is counted as worth knowing and remembering.

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## Review 6

1. The controversy over the Prime Minister's participation in CHOGM, a low key outfit, has only helped to enhance its importance. The downslide in the Congress party's standing in Tamil Nadu began during Indira Gandhi's time.

2. It will be no exaggeration to say that it has hit an all time low now, thanks to a series of scams. Would Dr. Singh's participation have affected his party in the polls as is being made out? Most probably not  
(11<sup>th</sup> November 2013)

- A historical trace back to the time of 'Indira Gandhi'
- 'A series of Scams' goes back to the national and regional scams in the contemporary history of Tamil Nadu Congress party.

### 1.3 *The Hindu* and the Reality

Discursive structure analysis based on readers' reviews from 10<sup>th</sup> to 25<sup>th</sup> November 2013 has been an occasion to evaluate how the media manipulated the texts to create a particular version of reality of the event. According to Foucault, discourse is knowledge that controls and manages the society and structure. The textual reality born out of discursive structures is a discourse. A statistical data would enable us to evaluate this more scientifically. Out of 27 reviews 22 are against PM's decision, and only 5 supported the decision. The two editorials titled "Surrender on CHOGM" published on 10<sup>th</sup> November and "Commonwealth Games" published on 18<sup>th</sup> November, adamantly criticize the PM's decision. In support of this view the reviews are being selected and published. The manipulated versions of reality criticized by the readers are being published for e.g. "*The Hindu's* comment moderation process is awful..." in the reader's editorial by A.S Panneerselvan.

### 1.4 Findings and Suggestions

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1. The structures provide the substantial data to establish the discourse. Cohesive and coherence markers can be used to prove the reality.
2. The different constituents of discursive structures together create the versions of reality at a particular context but it is not the vision of the world.
3. Reality is created not only by discursive structures but also by schemata of the reader of the texts.
5. There are many dangers while depending more on structures alone. The false textual and spoken structures create a virtual world of illusion which distorts the reality as such.
6. There is a large possibility of manipulating the reality through discursive structures.

### 1.5 Conclusion

Discursive constraints are delimitating our perception of objects. According to Foucault we must not imagine that the world turns towards us a legible face which we would have only to decipher. The world is not the accomplice of our knowledge; there is no pre discursive providence which disposes the world in our favor. (Sara mills p.67) There is no intrinsic order to the world itself other than the ordering which we impose on it through our linguistic structures. Events and ideology are created by humans and institutions which constitutes reality for us. This is not to deny the reality rather we have to apprehend the reality through discursive structure.

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## Grammar and Grammar Teaching: Changing Perspectives Volume 2

**Editor**  
**Dr. Vathana Fenn**

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### The Role of Grammar In Communicative Teaching

**Ms. B. S. Gomathi, M.A., M.Phil.**

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#### CLT in the Beginning

Communicative Language Teaching as a modern method was first proposed in England in the 1970s. The core concept in CLT is communicative competence “a term Hymes (1971) used to refer to one’s ability to use language in a social context. Savignon (1976) further explains that communicative competence is dependent on the negotiation of meaning between speakers, because communication is spontaneous.

#### Strategic Competence

The frame work for communicative competence proposed by Canale and Swain (1980), later modified by Canale (1983) is considered the most influential definition of communicative

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competence for language teaching (Sauvignon, 2002). Speakers need to negotiate meaning based on what is unclear to them. To achieve communicative competence, learners need to be competent in four aspects: linguistic, sociolinguistic, discourse, and strategic competence (Canale, 1983; Canale & Swain, 1980; Swain, 1985).

According to Canale (1983) and Canale and Swain (1980), linguistic competence, which is also called grammatical competence, concerns learners' use of lexis, syntax, and structures. Sociolinguistic competence concerns learners' appropriate use of language in different situations and settings. Discourse competence refers to the speakers' ability to form oral and written language appropriately and meaningfully. As suggested by the term itself, strategic competence relates to the use of strategies that can be used to make up for the inadequate abilities in other aspects of competence.

### **Communicative Competence**

Communicative competence involves the social and cultural knowledge. Speakers are presumed to have which enables them to use and interpret the forms of a language (Saville-Troike, 2003). A speaker is said to have communicative competence if he or she knows what to say to whom and how to say it appropriately in any given situation (Schiffrin, 1994). Hymes (1987) claims that communicative competence is made up of four types of competencies.

The **first** competence is linguistic competence referring to speakers' knowledge of grammatical structure in a language. The **second** competence is the knowledge of appropriateness, which is defined as sociolinguistic competence by Canale and Swain (1980). Speakers possessing sociolinguistic competence would produce utterances that are understood appropriately in different sociolinguistic contexts depending on factors such as purposes of the interaction, convention of the interaction, and background of participants (Leung, 2005). The **third** competence, discourse competence, concerned with cohesion and coherence, refers to the knowledge and skill required to combine grammatical forms and meanings to produce different types of spoken or written texts (Leung, 2005). The **fourth** competence, strategic competence, refers to strategies used to compensate for breakdowns in communication due to limiting conditions in actual communication or to enhance the effectiveness of communication. Speakers

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of a language need to acquire all four competences identified in communicative competence in order to speak and act appropriately in a speech community.

### **The Role of Grammar in Communicative Language Teaching**

There is a mixture of beliefs regarding grammar instruction. Some scholars support the exclusion of grammar learning (e.g. Prabhu, 1987), while others emphasize the need to include grammar teaching in Communicative Language Teaching (e.g. Lightbown & Spada, 1990; Nassaji, 2000; Spada & Lightbown, 1993). Krashen's (1982, 1985) hypothesis of acquisition versus learning has had an influence on the notion that focusing solely on meaning is sufficient for SLA.

In his hypothesis, Krashen claims that there is a distinction between acquisition and learning. He believes that acquisition happens naturally, provided that learners receive sufficient comprehensible input, and that only acquired knowledge can lead to fluent communication. Also, Krashen's Monitor Hypothesis proposes that explicit form teaching only serves as a tool for monitoring learners' language. That is, learners learn grammatical rules only to monitor the correctness of their language use, which is in addition to what has been acquired. However, the advocates of explicit grammar instruction argue that it is inadequate to acquire a L2, if meaning is the only focus. Long (1991) differentiates between focus on forms and focus on form. He defines focus on forms as learning grammar rules, and focus on form as drawing learners' attention to grammar in activities and tasks. In the past two decades, some researchers have returned to the investigation of form-focused instruction in CLT (e.g. Celce-Murcia, 1991; Doughty & Williams, 1998; Ellis, 1993; Long & Crookes, 1992). "Language instruction has long been plagued by an on-going debate concerning the proper role of grammar instruction. Unfortunately, the debate has fostered a dichotomous approach to grammar instruction and a naive view of the nature of grammar. In one approach, the so-called traditional approach-grammatical phenomena are assumed to be wholly amenable to explicit presentation and practice. In the other approach, teachers maintain that such linguistic analysis is largely irrelevant to acquisition. What is all-important is comprehensible input.

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While these two approaches are opposites in many ways, they actually share an important commonality—they both are based on a conception of grammar that is monolithic: either grammar can be taught or it can't. Such an either/or conception of grammar that underlies both approaches is equally untenable.

### **Focus-on-Form Approach**

The Focus-on-Form approach, the so-called middle ground between these two extremes, is based on a more realistic conception of grammar as heterogeneous, which is, comprised of qualitatively different phenomena: Some grammar points are axiomatic—easy to describe, easy to apply. Other items are essentially probabilistic statements about language use—difficult if not impossible to apply. Teachers intuitively understand that not all grammar points are created equal and yet there is still a wide-spread one-size-fits all mentality.

### **Grammar Instruction**

Another fallacy that has been fostered by the "great grammar debate" is the belief that grammar instruction is synonymous with explicit techniques. The real problem is that grammar instruction in both approaches is limited to a small set of pedagogical practices. In contrast, a Focus-On-Form pedagogy profitably mixes explicit and implicit techniques depending on the grammar item and the communicative task.

### **Language Accuracy**

The studies on language accuracy of students in bridge courses in Engineering Colleges provide important evidence that form focused instruction is needed. These immersion students received massive amounts of input and had plenty of interaction in the course for a period of time, but their utterances still contained grammatical mistakes. As a result of excluding form-focused instruction, the learners' output lacked in accuracy (Williams, 1995). Despite the negative reports about bridge courses in regard to language acquisition. The students in the course out performed those who learned English as a separate subject in their overall proficiency in English as well as their knowledge of the target language culture (Cummins & Swain, 1986;

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Lessow-Hurley, 2009). Many educators misunderstand focus on form as teaching and learning grammatical rules. However, form-focused instruction does not refer to presenting rules to students.

A number of studies (e.g. Doughty, 1991; Doughty & Williams, 1998; Lightbown, 1991; Trahey & White, 1993; White, 1991) have examined the effectiveness of focusing on form and indicated that students with form-focused instruction outperformed those without instruction on the targeted forms. The results of these studies are very important, because they support the role of form-focused instruction.

Some teachers think that form-focused instruction and communicative activities, where the focus is on meaning, should be separated. Teachers believe that drawing students' attention to grammar, while they are engaging in meaning, may have harmful effects (Lightbown, 1998).

However, some scholars argue that form-focused instruction and communicative activities should be combined. Students can pay more attention to target forms, and the forms become more memorable, if students learn them in context (Foto, 1994; Lightbown, 1998; Nassaji, 2000; Wang, 2009). One way to present grammar communicatively is through structured input activities (Lee & VanPatten, 2003).

Structured input is a type of instruction that directs learners to pay attention to the target language through arranging input from the instruction. These activities are called structured input activities. The basic notion of these activities is how learners encode grammatical forms through meaningful context. The purpose of structured input activities is to raise learners' awareness of the target structures with meaning.

### **Development of Communicative Competence through Communication Strategies**

Most learners learn a modern language best when they are provided opportunities to use the target languages to communicate in a wide range of activities. The more learners use the target language in meaningful situations, the more rapidly they achieve competence. Active use

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of language is central to the learning process; therefore learners must be involved in generating utterance for them. They learn by doing, by trying out languages and by modifying it to serve the communication needs. When a breakdown occurs in communication, learners can call on these strategies in order to:

- ☞ Gain access to further relevant and comprehensible communicative information.
- ☞ Learn by experimenting
- ☞ Learn from mistakes and try again
- ☞ Practice and subsequently use various communication skills
- ☞ Become confident and successful in second language use.

These strategies include requesting clarification, monitoring their own and others performance, using various mnemonic techniques, using inductive and deductive reasoning, practicing sounds and structures sub vocally or aloud and using nonverbal communication strategies.

### **Communicative Competence for International Communication**

As Kasper (1997) points out, "in applied linguistics, models of communicative competence serve as goal specifications for L2 teaching and testing." The notion of 'communicative competence' as applied to language teaching theory (Hymes 1972) needs to be reconsidered for the teaching of English for international communication. Richards et. al. (1985) suggested that a communicative approach foregrounded "communicative competence" as "the goal of language teaching". Working from an ethnographic perspective, Hymes emphasized the way language was used in speech communities, arguing that there were, "rules of use without which the rules of grammar would be useless." (Hymes 1972, in Brumfit & Johnson 1979). The change of emphasis in language teaching theory, while not always followed in practice, towards a more "communicative" approach was partly dependent on the influence of this view of language.

### **Appropriateness**

An important notion of communicative competence is "appropriateness". Hymes (1980) argued that "appropriateness" was a "universal of speech", related to the social codes of speech communities, what he refers to as "shared understandings of rights and duties, norms of

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interactions, grounds of authority, and the like." For Hymes, communication is "prestructured by the history and ways of those among whom one inquires." Learning to communicate "appropriately" has sometimes been taken to imply learning to fit into a particular way of communicating in a target community. Learning might, for example, have focused among other things on the appropriate use of speech acts as social functions used in particular speech communities, such as how to give and receive invitations or how to apologize. Students' own norms would then be seen as inappropriate, interfering with successful communication in a target culture.

### **Ideal Ways of Grammar Teaching:**

The teachers' perceptions of an effective way to instruct grammar reflect their beliefs about the importance of grammar teaching. Some teachers think that an effective way to teach grammar is to provide students with explicit explanations, examples, and activities related to the grammar points. Some teachers clearly expressed that a communicative way of teaching, such as introducing grammar points through examples and activities, as well as using structured input is an effective method for grammar instruction. The teacher can teach grammar through communicative language teaching method also. In teaching English, one must aim at making them efficient users of the language. This ability to use the language effectively and efficiently depends on one's knowledge of the underlying "Rules" that governs the use of the language. For this purpose, "*grammar*" has to be taught.

### **Simple Procedures**

Various simple procedures may be followed in the teaching of grammar.

- a. Simple black board drawing may be used in teaching the parts of a sentence.
- b. Another way of teaching the parts of a sentence is by means of questioning.

e.g.                      Shyam wrote a letter.

Who wrote a letter?

What did Shyam write?

The students can be asked to make a list of nouns, verbs, adjectives etc. from their textbook.

- c. Completion exercises may be given. "If Clause".
- d. Dramatization may be used for teaching indirect speech.

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- e. Match-Stick drawing may be used for teaching preposition, articles, adjectives etc.

## Methods of Teaching Grammar

### a. Deductive Method

Under this method, the teacher starts with rules and definitions and then proceeds to apply them to particular examples and clarify the underlying ideas and implications of the formula and rules.

e.g. Nominal Compounds, If clause etc., simple, compound, complex sentences.

Generally formal grammar was taught by the deductive method.

### b. Inductive Method

The teacher proceeds from particular to the general. He presents several examples to the students. On the basis of these examples, he presents certain rules and regulations and explains to the students accordingly. This method is psychological rather than logical. Like from “known to unknown” or “from general to particular”.

For example, the following word picked out from the text may be written on the blackboard.

I	Baby - <u>Babies</u>	II.	Toy - Toys
	City - <u>Cities</u>		Day - Days
	Story - <u>Stories</u>		Key - Keys

In the first set of words, nouns ending with ‘Y’ are preceded by consonants, so it changes the ‘Y’ into ‘-ies’ for plurals. In the Second set of words ‘Y’ is preceded by vowels. So these do not change but only add ‘S’ for plurals.

Under all these, the knowledge of rules is not insisted but the students must work out some exercises to strengthen must workout. Some exercises to strengthen their usage. It has been compared to a vitamin. It is like a medicine, not a form of diet’. Whatever Grammar is taught, it must be functional and cater to the needs of the students in their use of English language.

## Conclusion

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The idea of communicative teaching derives from the idea of communicative competence. It aims to facilitate the development of the communicative competence where the learners are engaged in real communication. The role of grammar in communicative teaching proposes that the students should talk to one another and share one another's thoughts and also emphasizes the peer teaching and small group activities.

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## Grammar and Grammar Teaching: Changing Perspectives Volume 2

**Editor**  
**Dr. Vathana Fenn**

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### Effective Communication Skills in Teaching-Learning Process

**Miss. Durafshaan Habeeb**

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#### The Act of Communication and Teaching

Communication is an indispensable factor in the teaching-learning process. It is necessary that the process of communication is understood mutually by the teacher and the student to make the teaching-learning process effective. The Concise Oxford Dictionary defines the word Communication as ‘the act of imparting, especially news’, or ‘the science and practice of transmitting information’. These definitions clearly show the link between ‘teaching’ and ‘communication’. Teachers impart new knowledge constantly, or transmit information to the students. In fact, the reverse also holds good especially in today’s context of enormous materials available to all through the Internet.

#### Complex Context of Communication

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Effective Communication Skills in Teaching-Learning Process

Hubley J. London: Macmillan; 1993. *Communicating Health*. has demonstrated that communication is a complex process. At any stage of this process things may go wrong, making the communication less effective. For instance, the speaker may not be able to express himself/herself clearly. The external disturbances like the noisy classroom; the drifting noises from the other classrooms; the blaring loud speakers from the neighbourhood streets etc. also compound to the woes. To be effective, teachers have to try to minimize these barriers to communication. This can be done in a number of ways – for example, by making sure that the room is quiet and well-lit; by speaking slowly and clearly; by only using words which the students should be able to understand. However, the most important way to overcome the barriers is two-way communication. Communication does not only take place by means of words; non-verbal communication (or body language) is equally important.

### **Non-Verbal Communication**

Non-Verbal Communication is usually subconscious – we use it without thinking about it; that is why we say that ‘it is difficult to lie in body language’. If teachers really attend to the body language of their students they will know when they are bored or confused. From the body language of their teachers students pick up whether they are confident and enthusiastic.

Non-verbal communication skills can be honed by practice lessons in modulation, intonation, gestures, expressions and gait. The teacher can be the role-model or alternately, by turns, the students could be made to communicate with the class with non-verbal communication skills. The differences in intended and implied meaning can be impressed upon the students through peer-examples. Language drills can be introduced to make effective use of non-verbal communication.

### **Direct Communication**

Direct communication involves Person-to-Person Communication and person-to-persons communication. Some teachers like to talk, and expect their students to write down what they say and to learn it (This style encourages superficial learning - and rapid forgetting!). Other teachers see their role as one of helping the students to learn at a deeper level - to understand new ideas and concepts so well that they can apply them in a work situation. Either way, teachers can be effective if they communicate well with their students.

### **Teaching Aids**

An important element of communication in teaching is the use of teaching aids. We have all heard the saying: ‘What I hear, I forget; what I see, I remember; what I do, I know’. Pictures, written posters and practical demonstrations improve communication and we should use them as much as possible. Paper, posters, a chalkboard, or an overhead projector can be put to good use in a language classroom. These can be used to prepare aids for the lessons: summaries of

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important facts, or pictures and diagrams. The overhead projector is particularly useful, because it allows the teacher to continue to face the students while using it. The 45 degree angle shifts to a full 180 degree view enabling the teacher the added advantage of holding the attention of the students.

### **A Two-Way Process**

Communication is a two-way process. The teacher not only helps the students to improve their communication but also needs to be assured that his/her own communication skills are effective. Gauging one's own communication skills is possible in different ways. Communication is a skill – and teachers can improve their skills by getting feedback on the way they perform. They can get such feedback by asking an experienced colleague to sit in their class while teaching, and to give them feedback. They can also ask someone to record them on a videotape as they teach which they can later inspect critically.

### **Feedback**

The students are also a good source of feedback. Monthly feedback from the students ensures that problems areas are nipped in the bud. The best feedback is, however, the teacher himself/herself. Introspection and the urge for continual improvement go a long way in enabling the teachers to improve their own communication skills. In any case the feedback will be better if a checklist is used to judge individual performance.

### **Materials**

Teachers communicate by speaking and also by writing. The hand-outs that almost all teachers prepare for their students reflect the communication skills and can aid as a tool in imparting communication skills to the students in class.

A hand-out is not to be mistaken for a photocopy of a journal article, or of some pages out of a textbook. Rather, it is a document which the teacher writes himself/ herself. It may be a summary of important points to be learnt; or a guide to students on work they have to do, or references they have to look up. Teachers may use hand-outs for students to refer to during a lesson, and students will definitely use them in their self-study time. As hand-outs are such an important way of communicating with students, they must communicate effectively.

### **Need to Communicate Well – What It Involves?**

In the present context, all that the student needs is to communicate well if he/she is to do the work well. Unfortunately, many are never taught how to do this. Teachers, therefore, also have to teach their students to be better communicators.

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The art of communication involves listening and speaking as well as reading and writing. Teachers need to be highly skilled in all these areas to excel in their profession. Proficient communicators receive information, understand and synthesize it and express themselves at a high level. They make excellent teachers because they are able to transmit knowledge, skills and values at the same time they communicate their concern for the students entrusted to their care. They help motivate students to learn.

Communication is both receptive and expressive. Teachers must be skilled at listening to their students as well as explaining things clearly. Teachers need clarity of thought to present the material. They must be able to break down complex ideas into simpler parts and smaller steps to transmit to their students. They must be able to adapt their methods of communication to all students regardless of ability or learning style. They should be able to "read" their students and adapt to the needs of the individual. Effective communication includes transforming the boring into the interesting and having good presentation skills.

### **Consultation with Colleagues**

Although teaching is often done in the isolation of a classroom without the presence of other adults, good teaching involves consultation with colleagues. Colleges that see themselves as professional learning communities encourage teachers to plan lessons together and learn from one another. They take a team approach when problem-solving is needed, especially for difficult students. All this requires excellent communication. Teachers stay abreast of new developments in education by reading journals, listening to new ideas from their administrators and consultants, and sharing and discussing these ideas with colleagues.

### **A Comprehensive View of Communication Skills**

Communication skills include many things – using the target language effectively, our body language including facial expressions, pitch and tone of our voice, interpersonal skills and a lot of other things. Effective communication skills are now required in each and every aspect of our life. Teachers of English are expected to have good command over the language and possess excellent communication skills. For a teacher, it is not just important to give a quality lecture but it is more important for the presentation of a lesson or lecture in class. A teacher with communication skills can enhance the learning process of students.

Effective communication skills can also be imbibed by observing communication skills of people who are effective communicators. While communication skills are personal and unique, we can learn a lot by seeing how others communicate. Effective teaching is teaching that explores ways to engage the student mind with different strategies and approaches. To find these skills and glean ways to be an effective teacher, the teacher must stay alert for community opportunities and make new contacts as in a seminar or conference. Effective communication

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skills start from the convincing technique. This technique helps the teacher to transplant ideas inside the student's mind.

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### Grammar and Style in Media Language

**P. Ishwaria, M.Phil. Scholar**

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#### Writing for the Mass Media-Newspapers

Good writing, especially for the mass media, should be clear, concise, simple and to the point. It transmits information ideas and feelings to the reader clearly but without overstatement. It does not draw attention to itself and does not try to show off the writer's intelligence. It lets the content speak for itself, and it allows readers to receive message directly. Writing should not get in the way of what people/ need and want to read.

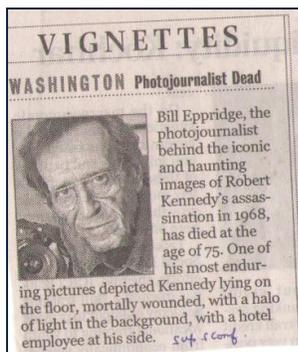
Lucidity, brevity and precision are lacking in the stories appearing in some of the Indian newspapers. They are hyperbolic, exaggerated, superficial, verbose and confusing.

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SAMPLE 1



SAMPLE 2

The given samples have elements of hyperbolicism, exaggeration, verbosity and are confusing.

The journalistic write up should not use words that are generally used in everyday conversation. If one wants to use a word that may be unfamiliar to an ordinary reader, he should explain it in parentheses. The misuse of adjectives and adverbs could be avoided in the newspaper.



SAMPLE 3



SAMPLE 4

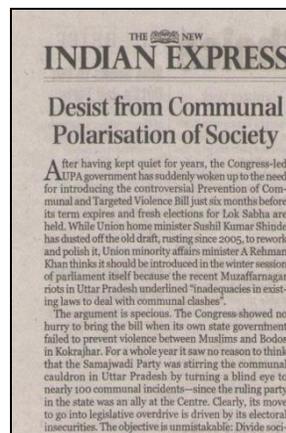
Adjectives need not be used in political news whereas use of adjectives is a must in sports news without which sports news is not possible (Sample3). While giving instructions one need not make use of adjectives (Sample4).

There is a notion that grammatical articles can be dispensed within the story/write up .The result has been to encourage a kind of telegraphic writing in which ‘the’, ‘a’, ‘an’ are bowled over like ninepins. This is wrong. Articles are essential parts of the English language and structure of sentences and they are vital to convey the proper meaning and emphasis of a story.

Jargon is the technical language that is used in specialized fields or among a small group of people with a common interest. Scientists, lawyers, sportswriters and even students have their own jargon. Good writers, especially those who write for the mass media, use words and phrase that are commonly understood by most people. They are very strict about not overloading their scripts with jargon. Sample 5 is an example of jargonized writing.



**SAMPLE 5**



**SAMPLE 6**

Clichés are overused words, phrases and clauses. They are groups of words that have ceased to be meaningful and have become trite and tiresome. Bureaucratese is a general name for a serious misuse of the language unnecessary and imprecise phrasing can be avoided.

The news write-up here (Sample 6) could have avoided unnecessary and imprecise phrasing so that the story becomes an easy task for the readers.

Most newspapers in Indian languages focus on the readability of the news they present. They give more importance to the language which makes the reader comeback to the newspaper. In a newspaper, headlines occupy an important role by giving important information in a nutshell. It facilitates a comprehensive, quick and fast reading for its readers. The choice of expression plays a vital role in making the headlines more effective and the language aims at

educating the readers. The newspaper should aim at educating people both in terms of content and language. Some newspapers seek sensationalism in content and expression.



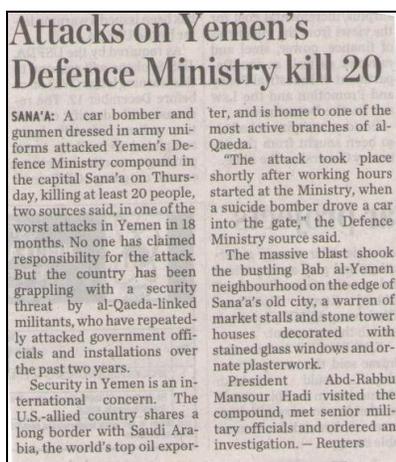
**SAMPLE 7**

The newspapers are educators of the literate and not the elite public. Now-a-days newspapers are read widely and the habit is growing rapidly. Therefore, language education through newspapers is expanding.

### **Style in Media Language**

In media writing, style is the general orientation a writer has towards his/her work. Style is the set of conventions and assumptions underlying the writing and the generally accepted rules of writing and usage for a particular medium. The three most important concepts of media writing are accuracy, brevity and clarity.

The aim of any writer for the mass media is to be accurate which should be factually correct and expressed appropriately. Clear writing is an art, but it is also a skill, expressing thoughts, ideas and facts in a succinct way. It is one of the most difficult tasks though it may seem to be easy. The key to clear writing understands the subjects in all clarity.



**SAMPLE 8**

The given piece of news story has clarity, brevity, time sequence and it is written in chronological order so that the story is not confusing to the readers. The writer must take care to remove unnecessary phrases and eliminate redundancies.

### **Writing for Broadcast**

The four Cs (Correctness, Clarity, Conciseness and Colour) still serve as the basis for broadcast writing and form a good framework for talking about broadcast writing styles. The broadcast journalist should be much concerned about correctness or accuracy. Broadcast writers must use simple sentences and familiar words as the listeners cannot go back to the news item as they do with print forms. The news reader can avoid the use of pronouns and repeat proper nouns if necessary and keep subject close to the verb in their sentences. Another important characteristic of writing for broadcast is its conversational style. Even the clearest, simplest newspaper style sounds pompous when it is read aloud. Broadcast writing must be more conversational because people will be reading it aloud as it should be written for the ear and not the eye.

This casual or conversational style does not give the writer freedom to break the rules of grammar or to use slangs that might be offensive to the listeners but he should focus on the content of the writing and not the writing itself. Another characteristic of broadcast writing is the emphasis on the immediate. Although past tense verbs are preferred in the print media, broadcasters use the present tense. When a newspaper or website story might begin like this:

*The president said that the country needed experts who would devise solutions to empower the marginalized, give them basic facilities and opportunities to be contributing members of the society.*

The broadcast news story begins like this:

*The president says we need to do much more for marginalized sections.*

The tight phrasing that characterizes broadcast writing is one of its chief assets and one of the most difficult qualities a writer should develop.

## Writing the Advertisement

One of the oldest advertising copywriting formulas is A-I-D-A: attention, interest, desire, action. According to this formula, an ad in electronic media should do four things. First it should gain the attention of the viewer or listener and must hold his or her interest. The language should create a desire for product, service and idea and stimulate the buyer to buy. The advertising language should use simple and clear English. The writer should pay attention to verbs. Good copywriters use verbs rather than adjectives to describe their product. Another rule in advertising copy is to stick with the present tense and the active voice. The present tense implies immediacy and puts the reader into an advertisement quickly. The active voice allows the writer to make a stronger statement than the passive voice. Too many facts is likely to confuse the reader or listener. Therefore one must be as specific as possible. The writer should be precise in the use of language. When the writer uses personal pronouns, especially *you*, the listener know that you are talking directly to him. Elements of a print advertisement must take care of illustration, headlines, subheads and the body copy. The body copy should have sentence fragments, avoid exaggeration and the copy should be interesting.



SAMPLE 9



SAMPLE 10

## World Wide Web

The *World Wide Web* continues to grow and change and the electronic media has a great influence in our lives. It has immediacy, flexibility, permanency, capacity and interactivity.

It is much easier to broadcast or publish in web than in traditional print media. With the web, once information is available can be loaded within seconds and reaction to it could be coming soon. The web is flexible because it shows still pictures, videos and it can play sound

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recording. It will have more photos. The news items in a web can remain as long as the electronic storage space exists. Language and style in electronic media tries to gather the attention of the news seekers. The news seekers can be of any age as web of attracts people of all age groups unlike print media. The web news has lables, headlines, summaries, subheads, web logs, e-mail.

Lateral reporting is yet another way of reporting in web which is exclusive to it. The web lets us think laterally about what information a reader might need or what form that information should take. Below (Sample 11) is a straight news story about a local event. With the web, journalists have considered the different possibilities that the story might offer.

### Lateral Reporting and Web Package – Sample 11



### Conclusion

News must have some element of the unusual about it. The basic qualities of news are accuracy, interest and timeliness. Newspaper must present a balanced view of the community, state, nation and the world beyond our borders. To do so it requires a certain amount of skill, patience and understanding. The newspapers today have started seeking the attention of common man who has the nose for the news rather than the elite milieu. On the other hand electronic media like television and radio serve the purpose of reaching the non-literates who are in fact their targets. Web media today is doing a great job attracting people of all age with its innovative techniques disseminating information.

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### Role of Grammar in Communicative Language Teaching

**Jayasree S., M.A., M.Phil., M.Ed.**

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#### Introduction

Communication skills are some of the most important skills that you need to succeed in the workplace (1). A communication tool is a method used to communicate with someone. Some of the effective tools include phones, computers, pen and paper, hands, and vibrations (2). The interpersonal communication tool that involves the spoken word is human speech. This kind of interpersonal communication occurs any time people speak and listen to exchange information (3).

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## Communication Strategies

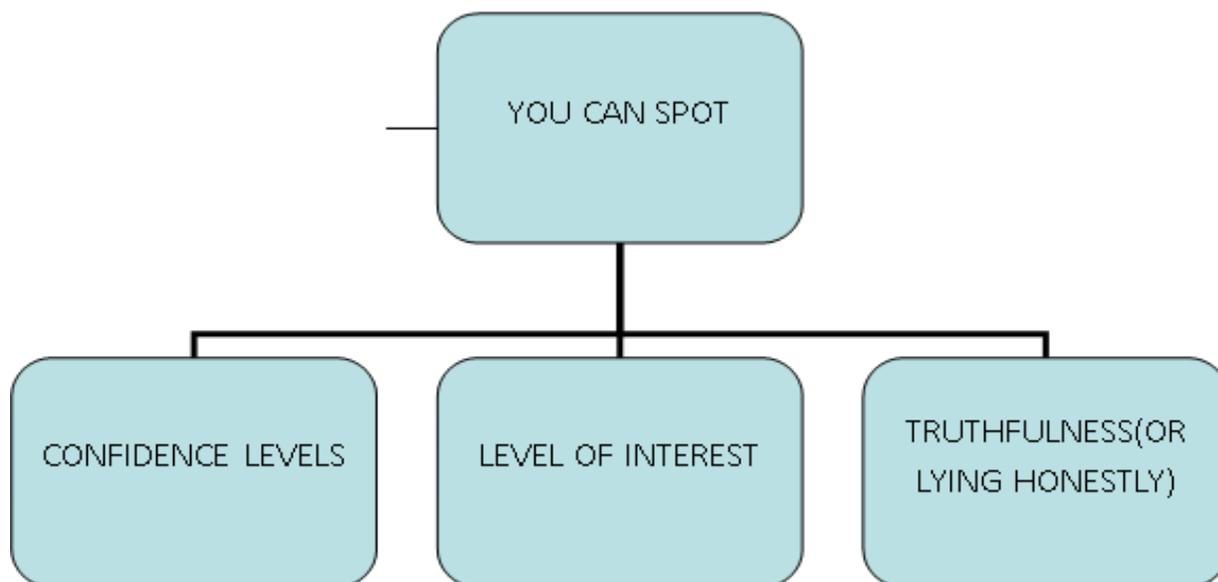
We talk to people face to face, and we listen when people talk to us. We write emails and reports, and we read the documents that are sent to us. Communication, therefore, is a process that involves at least two people – a sender and a receiver. For it to be successful, the receiver must understand the message in the way that the sender intended. If you want to be an expert communicator, you need to be effective at all points in the communication process – and you must be comfortable with the different channels of communication. When you communicate well, you can be very successful. On the other hand, poor communicators struggle to develop their career beyond a certain point (4).

Good communicators use the KISS ("Keep It Simple and Straightforward") principle. They know that less is often more, and that good communication should be efficient as well as effective (5).

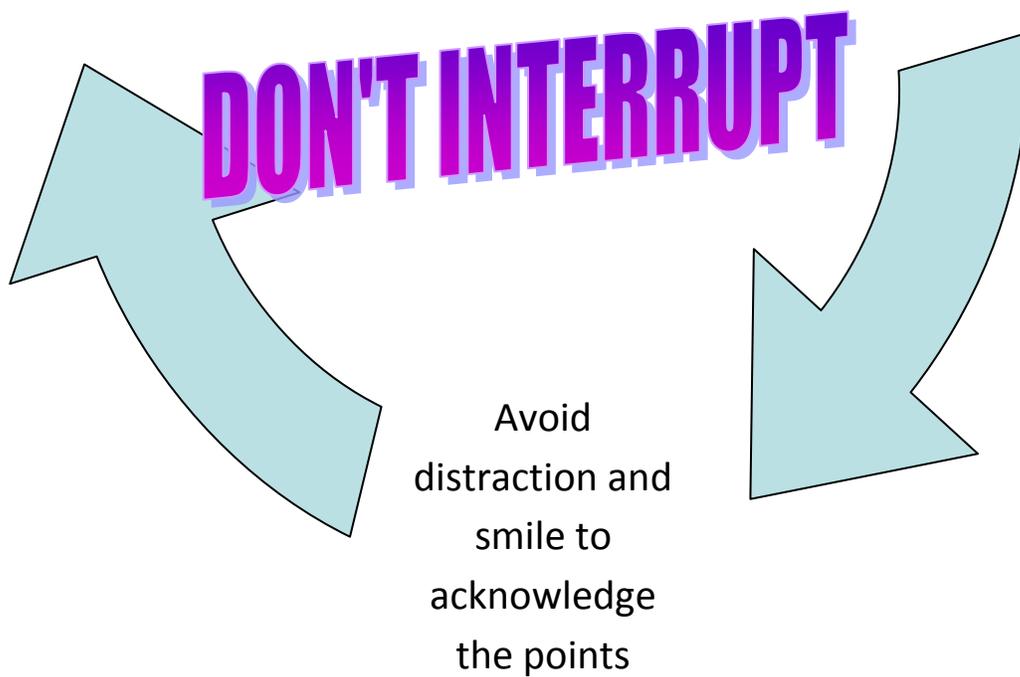
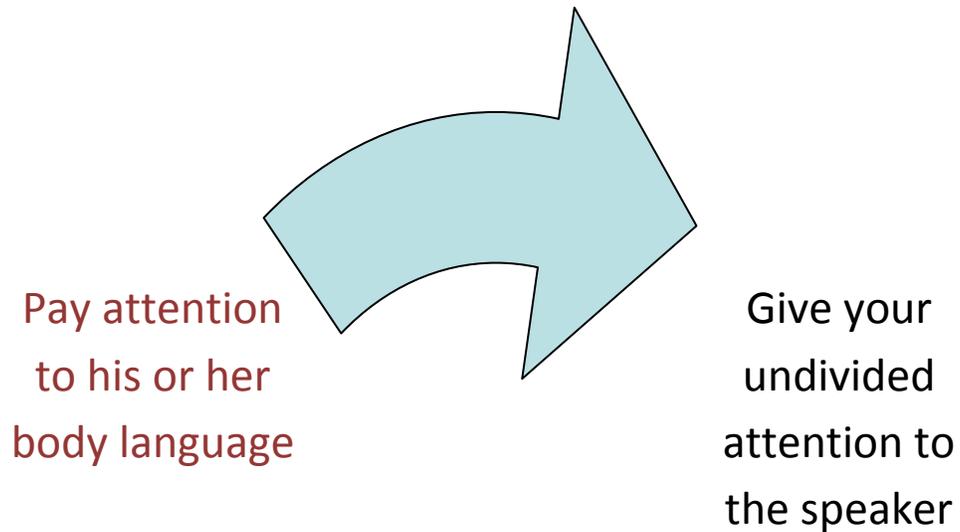
## A Few Techniques

A few techniques to enhance communication skills:





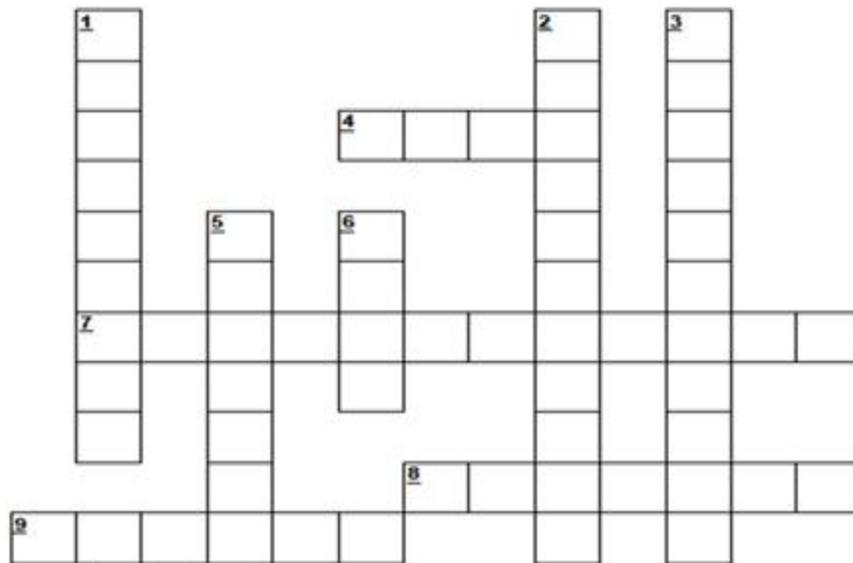
**Package for Active Listening**



Grammar is an essential subject, as it's needed for all levels of communication.

Create a long list of words that contains at least 10 different words from each part of speech: noun, verb, adjective, adverb, preposition, pronoun and conjunction (6). Vary the types of words you include in the parts of speech (7).

## The Parts of Speech



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### ACROSS

- 4 Names a person, place, or thing. (boy, town, ball)
- 7 A short exclamation. (Hi!, Uh, Ah!)
- 8 Substitutes a noun or a noun phrase to show another name for a person, place, or thing. (he, whom)
- 9 The part of speech that changes a verb, adjective, or adverb. (very, rapidly)

### DOWN

- 1 Describes a noun. (cold, wet)
- 2 A word the joins two parts of a sentence. (but, and, or)
- 3 A word that connects a noun or pronoun to another word in the sentence. (before, into)
- 5 A word that is put next to a noun. (the, a, an)
- 6 An action word. (run, clap)

**WORD BANK:** Adjective, adverb, article, conjunction, interjection, noun, preposition, pronoun, verb.

### Review: Parts of Speech (8)

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Identify the part of speech of the highlighted word in each of the following sentences:

### Spot the Correct Part of speech

1. The clown chased a dog around the **ring** and then fell flat on her face.
2. The geese **indolently** waddled across the intersection.
3. **Yikes!** I'm late for class.
4. Bruno's **shabby** thesaurus tumbled out of the book bag (8).
5. **Although** she gave hundreds of zucchini away, the enormous mound left over frightened her.
6. Everywhere she went, **she** talked about the prolific veggies.
7. The manager **confidently** made his presentation to the board of directors.
8. Frankenstein **is** the name of the scientist, not the monster.
9. Her greatest fear is that the world will end before she finds a comfortable pair **of** shoes.
10. That suitcase is **hers**.
11. **Everyone** in the room cheered when the announcement was made.
12. The sun was shining as we **set** out for our first winter camping trip.
13. **Small** children often insist that they can do it by themselves.
14. **Dust** covered every surface in the locked bedroom.
15. The census taker knocked **loudly** on all the doors but nobody was home.
16. They wondered if there truly was honour **among** thieves.
17. Exciting new products **and** effective marketing strategies will guarantee the company's success (9).

### Conclusion

In a nutshell, grammar along with communicative teaching, enhances expertise and passion for teaching English go hand in hand. Thus, through simple steps, grammar combines fluency easily.

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9. [www.omtexclasses.com](http://www.omtexclasses.com)

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### The Enigma Called Green

Mrs. C. Joanna Pauline, M.A., M.Phil.

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#### Henry Green – A Literary Enigma

It is very hard to put a finger on the subject of who Henry Green is and what his works are about, because the two major features of his writing are lack of themes and classlessness. At best, one could consider him as one of the literary enigmas of the twentieth century. Even decades after his death, posterity seems still to be groping for an evaluation of his slim oeuvre - nine novels and a memoir, all produced between 1926 and 1952, when at the age of forty-seven he stopped writing. "I find it so exhausting now I simply can't do it anymore," (<http://www.thehindu.com/todays-paper/tp-features/tp-literaryreview/reluctant-writers/article2274661.ece>), he told an interviewer, though he lived on for over twenty more years, increasingly eccentric and reclusive.

Green refused even to leave his London house for the last seven years of his life, nor would he consent to being photographed except from the rear. In 1973 he died, at sixty-eight. He achieved neither commercial success nor wholehearted enthusiasm from the literary pundits,

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The Enigma Called Green

though he commanded, then and now, excitement amounting to passion from certain readers, an oddly assorted group including W. H. Auden, Elizabeth Bowen, Terry Southern, Eudora Welty, and John Updike. Such is the respect he commands from his avid readers that they continue to heap praises upon him. John Updike wrote, in an introduction to an omnibus edition of three of Green's novels: "His novels made more of a stylistic impact upon me than those of any writer living or dead." (Nothing 15)

David Lodge describes Green as "an exceptionally gifted and truly original writer." (119) Sebastian Faulks who wrote an introduction to the UK edition of Green's three novels calls Green "unique" and writes: "No fiction has ever thrilled me as the great moments in *Living and Loving*." (Loving 14)

About his readership Green exposed the ambivalence that characterized every attitude he ever held. "I write for about six people (including myself) whom I respect and for no one else," he quipped. (<http://www.bhikku.net/2005/09/12.html>) So oblique and subtle is Green's style that, as Terry Southern points out, he has been called not merely a writer's writer, but a writer's writer's writer. (<http://www.theparisreview.org/interviews/4800/the-art-of-fiction-no-22-henry-green>)

### **Each Novel is Distinct in Every Aspect**

Green's unwillingness to discuss aesthetics has resulted in a general critical uncertainty about his actual importance as a writer. His books are rarely in print and, though he receives a few passing glances from the academy, an enthusiasm for Green is now seen as evidence of specialized, even arcane tastes. When speaking of his work, people hesitate to commit themselves, usually saying that he is an interesting writer and the range of his gifts is indicated in the fact that, among the nine novels, there is virtually no repeat material; each novel attempts something wholly different from the last. Green was not one to develop a style or theme over the years, building onto it with every new book. Rather, with reckless confidence, he attacked each novel as though it were his first. In *Blindness*, his first novel, begun and mostly written while he was still at Eton, Green had already begun seeking the limits of possibilities of the English syntax, and in his second novel, *Living*, he found those limits and began to stretch them.

### **Magnificent Felicity**

The diversity of Green's achievements is matched by a corresponding variety in quality. In one paragraph he will hit the bull's eye with a magnificent felicity of phrasing and in the next he will overreach himself and produce a piece of prose that is very bad indeed. He could produce a vivid image with a minimum of words, and Green was always strongest when handling the concrete, either in descriptive prose or in dialogue. This style takes centre stage in his books *Concluding*, *Caught* and *Loving*.

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The Enigma Called Green

## Characters United by Vanity and Greed

*Loving*, a novel about the goings-on among a group of servants in a great country house in Ireland during the owners' absence is, perhaps, the best-known and best-loved of Green's novels. It is characteristic, too, of one of the features that has made Green such an anomaly among English writers of this century: his apparent classlessness. Though Green can describe his own milieu, and brilliantly (*Blindness*, *Party Going*, *Nothing*, *Doting*), he seems equally at home among the petty bourgeoisie (*Back*, *Caught*) and the working classes (*Loving*, *Living*), he did not commit himself to writing about a particular class. Rather than being divided by socio-economic factors, his characters are united by the vanity, greed, and generosity common to the species as a whole. The upper class characters found in his *Nothing* are not so very different in essence from the lower-class ones in *Loving* and *Living*. Green's refusal to judge his unregenerate characters is absolute, as is his refusal to endow them with any of the redeeming features most authors allow. All of his creatures are commonplace in the truest sense of the word: they are without intellectual or spiritual interests, without philosophy, wholly lacking in curiosity about the rest of the world and even in self-knowledge, but they are comic rather than tragic, and their very humanity is ultimately a force for redemption.

## Mood

The most talked about story from this early period is *Mood* (1926), the beginning of what was to have been Green's second novel, abandoned after twenty pages. It is a subjective narrative from the point of view of a young girl, Constance Igtham, upper-class, unmarried, somewhere in the no-man's land between childhood and adulthood. *Mood*, for all its beauties, is not wholly successful. Later in life, Green was embarrassed by his youthful self's innocent use, in fragment, of the most obvious Freudian symbolism, and he wrote that "to establish a girl ... in a static situation where nothing is happening to her except her thoughts and feelings, is an impossible project for the novelist and one which only a young man, as I was then, would try for." (*Surviving* 91). Of course, other novelists have tried and succeeded in this venture; what Green really meant was that it was an impossible project for the kind of artist he was. For Green's most successful technique is the vivid presentation of significant surfaces; in his best work he never presumes to trespass upon his characters' thoughts or pasts. "Do we know, in life, what other people are really like?" he wrote, "I very much doubt it.... How then can the novelist be so sure?"

## Communication by Accident

Green's characters, as his work develops, communicate only by accident, as it were; they expose their real motives and passions not through straightforward thoughts and deeds, but through chance actions and vacuous asides.

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We go about our daily lives, in great cities, thinking entirely about our personal affairs; perhaps every now and again sparing a thought for our partners, that is, the person we live with, and of course with even greater guilt, of our children. After a time, in married life, it becomes the other partner's fault that they have married one, but the only child, or, as chance may have it, the many children, have had no choice, they are ours, and this is what fixes the guilt on us.

(*Surviving* 19)

This, from a 1954 essay called "Impenetrability," represents for Green not a passing mood but a deeply felt conviction. Another excellent and disturbing exploration of this theme is *Journey Out of Spain*, a short, never-produced play that Green wrote for television. Ostensibly a variation on the hackneyed subject of the travel nightmare, in this case the apparent inability of an English couple to escape from the vile Spanish backwater they are visiting as unsuspecting tourists. The play is also a disturbing and sinister vision of the guilt, demands, and devouring selfishness behind the façade of a very conventional marriage. The sincere and almost religious conviction of the primacy of guilt in human relations is one of Green's most fruitful sources of inspiration, and he forcefully develops it in *Doting* and *Nothing*, his last, great, and dismally underrated novels.

### **Weak in Criticism**

*Surviving* shows the line of development in Green's fiction to be straight and strong, but his non-fiction, particularly his criticism, tends to be weak throughout his career. For while certain advantages accrue to an artist who remains purely an artist as opposed to a critic, he will tend to be shown up rather badly when he does turn to criticism. And Green's anti-intellectualism, worn like a badge of honor, finally turned into a terrible handicap. His thought processes were finely adjusted to every nuance of observed behavior, but when he tackled the abstract they became convoluted and clumsy, his usually delicate prose fumbling. In his only attempt at art criticism, for example, a 1953 essay on the painter Matthew Smith, he is tentative in every statement, as though fearful of sounding either foolish or pedantic. He obviously recognized the problem, for he said at the time: "I have never written about painting before and never shall again. It has given me hell." (*Surviving* 55) Some of his attempts at expository writing show just how bad things could get when he lost control:

Now that we are at war, is not the advantage for writers, and for those who read them, that they will be forced, by the need they have to fight, to go out into territories, it may well be at home, which they would never otherwise have visited, and that they will be forced, by way of their own selves, towards a style which, by the impact of a life strange to them and by their honest acceptance of this, will be as pure as Doughty's was, so that they will reach each one his own style that shall be his monument? (*Surviving* 132)

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## Green's Narrative Theory

One can only fear that Green's style, too, will be his monument. As H. G. Wells said of the later Henry James, "his great sentences sweat and strain," (<http://www.goodreads.com/work/quotes/319484-H.G.Wells>) and the more desperately he reaches for precision the further it retreats from his grasp. Green's essays on fictional technique also suffer from want of a frame of reference. In the fifties he wrote several remarkably naïve pieces on narrative theory. Here, for example, is his case against the omniscient narrator:

Writing in this sort of way the novelist speaks directly to his readers. The kind of action which dialogue is, is held up while the writer, who has no business with the story he is writing, intrudes like a Greek chorus to underline his meaning. It is as if husband and wife were alone in the living room, and a voice came out of a corner of the ceiling to tell them what both were like, or what the other felt... . What he tries to do is to set himself up as a demi-god, a know-all. That life has been so created in novels, in the past, is not for me to argue for or against. (*Surviving* 77)

It might be 1870 and Green inveighing against the despotism of Dickens and Thackeray, rather than 1950, with Proust, Joyce, and Woolf (to name only a few) already dead and buried; one would think the author didn't control what his creatures say as well as what they think, and that the novel had a life of its own independent from that of the author. The violence of his reaction to what he seemed to perceive as unquestioned literary convention is bizarre in view of the preceding century's achievements. But fortunately, Green the novelist never completely followed the dicta of Green the theorist. His art was both too delicate and too ambitious to yield to formulae, and indeed the reader who still turns to Green does so as much for his mysteries and illogic as for the frequent beauty of his style.

A man falls in love because there is something wrong with him. It is not so much a matter of his health as it is of his mental climate; as, in winter one longs for the spring. He gets so that he can't stand being alone. He may imagine he wants children, but he doesn't, at least not as women do. Because once married and with children of his own, he longs to be alone again. A man who falls in love is a sick man, he has a kind of what used to be called green sickness. Before he's in love he's in a weak condition, for which the only prognosis, and he is only too aware of this, is that he will go on living. And, in his invalidism he doesn't feel he can go on living alone. It is not until after his marriage that he really knows how wrong or sick he has been. The love one feels is not made for one but made by one. It comes from a lack in oneself. It is a deficiency, and therefore, a certifiable disease. We are all animals, and therefore, we are continually being attracted. That this attraction should extend to what is called love is a human misfortune cultivated by novelists. It is the horror we feel of ourselves, that is of being alone with ourselves, which draws us to love, but this love should happen only once, and never be

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repeated, if we have, as we should, learnt our lesson, which is that we are, all and each one of us, always and always alone. (*Surviving* 133)

That this magnificent and uncompromising declaration is sincere there can be no doubt. But neither can we doubt that Green was sincere in agreeing, at about the same time, that all of his books are love stories, “inspired by the belief that love is the most absorbing human experience of all and therefore the most hopeful.” Green himself ardently mixes darkness and light, and his work must always appeal to those readers who, like him, do not fear life’s inevitable contradictions.

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## Grammar and Grammar Teaching: Changing Perspectives Volume 2

**Editor**  
**Dr. Vathana Fenn**

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### Grammar Teaching for Grammar's Sake or for Communication?

**Dr. J. John Sekar, M.A., M.Phil., PGDTE (CIEFL), PGDHE (IGNOU),  
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#### Introduction

The tangible impact of English language teaching within the Indian academia is that it has made learners grammar conscious and therefore accuracy-obsessed sans communicative efficacy and fluency. Explicit grammar teaching independent of communicative empowerment has made them underestimate the importance of fluency. Deductive grammar teaching is symptomatic of the collective internalization of GT method by English language teachers despite their outward declaration of the importance of communicative language teaching methods and strategies.

English language teachers' subscription to the *Wren & Martin Grammar* is an instance of this grammar syndrome. It ultimately leads to learners knowing English and NOT using English. Grammar teaching and teaching English for communication are

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perfectly divorced and the privileging of the former over the latter also raises a pedagogical question if grammar is playing a central role in the acquisition process of communication skills.

There is an internal but undeclared war between the TG subscribers and CLT followers and they trade accusations against each other. While the advocates of the TG method claim that acquisition of grammar is a must for acquiring language proficiency, CLT experts claim that communication is the mantra of second language learning classes. But it should not be sidestepped that grammar and communication must join together to produce proficient language users.

### **Literature Review**

**Jean & Simard (2011)** conclude their study with the findings that grammar teaching/learning is necessary, but teachers and learners don't enjoy doing it. **Loewen et al. (2009)** conclude that there is perceived usefulness of grammar teaching for language production. **Bernat & Lloyd (2007)** state that the most important part of learning a language is the learning of its grammar. **VanPatten (1996)** argues that attending to form and meaning simultaneously is cognitively more demanding. **Ellis (1995)** proposes a new approach (Interpreting input) to learn grammar by processing the target structure and not producing it. **Mitchell & Redmond (1993)** asserts that grammar and (not OR) communication must be taught and practiced in order to produce effective language users. **VanPatten (1993)** argues that grammar must be taught communicatively with learners being engaged in speaking and writing. **Fotos & Ellis (1991)** suggest that grammar tasks should encourage communication about grammar.

### **Research Design and Result**

The aim of the present investigation is to ascertain if grammar is taught for its own sake or for the sake of communication, and if grammar can be taught communicatively. The following research questions served as signposts during investigation:

1. How should grammar be taught: deductively or inductively?
2. Can grammar teaching be integrated into the teaching of USRW skills?
3. Can learners pay attention to form and meaning at the same time?
4. Can grammar be taught communicatively?

The present research constructed the following hypotheses for its study:

1. There is a perceptible difference in the acquisitional process of grammar between arts and science stream students.

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2. Learners of both streams fail to pay attention to form and meaning simultaneously.
3. Grammar can be taught communicatively.

A few hours were spent with students and English faculty from both Arts & Science colleges and Engineering colleges to elicit the importance of grammar teaching/learning, the current methods of grammar teaching, the connection between acquisition of skills and grammar, and the use of regional language in grammar classes.

Observation as a method of investigation through conversation has its own advantages compared to the other two modes of data collection, namely interview schedule and questionnaire wherein the response is as structured as the means. Without divulging the purpose while engaging learners and teachers in conversation on the said topics, the researcher could extract as much data as possible in purely physical, verifiable terms.

Some of the edited observations are as follows:

1. Grammar is taught deductively
2. Regional language is used to teach certain grammatical items of English
3. Majority of students prefer deductive approach
4. Grammar teaching is not related to larger discourses.
5. Students are patient and passive listeners in Grammar classes.
6. Grammar class is monologic.
7. Grammar is not taught communicatively
8. Some science students prefer inductive approach.
9. Many students strongly believe that language learning is not possible without grammar learning.
10. Many students were not aware that grammar teaching/learning should take place in and through communication.
11. Some students believe that grammar learning will make learners intellectual.
12. Many think that accuracy in expression is most important in language learning.
13. Almost all students wish to be fluent in English though they do not know if grammar aids fluency.
14. Not much difference is detected in the learning style of arts and science students.
15. Some faculty members in engineering colleges claim that they practise the inductive method.

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16. Activities in grammar classes mean filling-in the blanks or transformation of sentences.
17. In writing, teachers just mark in red those expressions that are ungrammatical at random, but many students ignore them neither seeking explanation nor undertaking self-correction course.

While the first hypothesis stands invalidated, the second and the third are validated in the light of the feedback from students and teachers.

### **Discussion**

Learning grammatical structures should take place in contexts that aid them in understanding form. Contexts can be provided through dialogues, conversations, sports commentaries, body of the letter, news paper articles, extracts from novels, short stories, (One-Act) plays, et al. Grammatical consciousness-raising should be part and parcel of the language learning experience so that it can satisfy learners' expectation. Grammar must be taught/learnt in and through communication. Traditionally, students learn grammar by listening to lectures on grammar and it leads to a situation wherein learners fail to perceive the relation between form and meaning. Moreover, teachers resort to the deductive method of presenting the grammatical structures in isolation irrespective of the level of students, the grammatical structure to be taught, and the domain-specific style of learning.

The choice of the method—deductive or inductive—depends on what and how grammar is presented. Though there has been a controversy for many years over the relative merit of both the methods, **Harnett (1985: 4)** claims that both approaches are viable and desirable and it all depends on the learning style of students. If students are analytical (left-hemispheric dominant), deductive learning is preferred. On the other hand, right-hemispheric dominant learners who are holistic in their approach to learning prefer inductive approach. **Fischer (1979) & Shaffer (1989)** argue that the use of both approaches is mandatory for learning grammar. If the rules to be taught in the target language resemble those in L1, the inductive method is suitable, or else the deductive approach is desirable. This implies that English language teachers ought to have a strong base in Contrastive Analysis involving the knowledge of both L1 and L2. In the Indian classroom, students find it difficult to pay attention on meaning while form is taught.

Grammar teaching/learning can be integrated into the acquisition of LSRW skills in the class. Conversations about every day happenings, for instance, can be exploited for the

inductive method of teaching/learning structural aspects of English. The present, the past, and the future tense forms are juxtaposed in the following conversation:

John: Sorry, I overslept. My clock didn't go off this morning.

Jane: Again?

John: That's right, even though I did set the alarm last night.

Jane: Your clock never works. Perhaps you should buy a new one.

John: Well, if it breaks down again tomorrow, I'll definitely buy a new one.

Jane: Maybe by then it'll be too late.

John: What do you mean "too late"?

Jane: By that time you'll be fired.

The attention of the learners may be drawn to collocations such as *set the alarm*, *the alarm went off*, and *the clock breaks down*. Learners can be asked to recite the conversation in pairs. Pronunciation and accent can be given emphasis. Their attention to the informal properties of conversational English expressions like 'be fired can be focused.' Someone can be asked to report the content of the conversation to others who pretend that they don't know. It encourages the learner to practice 'reported speech.' Though it is true that communication would be limited sans some knowledge of grammar, **Mitchell (1993: 19)** argues that "in the second language classroom, it is not grammar *or* communication but rather grammar *and* communication that must be taught and practised in order to produce proficient language users." Of course, grammar is only an adjunct to communication in language teaching. Whether it is skills-based communication class or rules-bound grammar class, learners should interact in the class.

Poetry and plays can be exploited to teach/learn grammar. For instance, Rudyard Kipling's "**If**" is ideal for learning the conditional class while Nissim Ezekiel's "**Very Indian Poem in Indian English**" can be used to draw the learners' attention on their failure to make a distinction between the present and the present progressive tense forms & "**Farewell Party for Ms T.S. Pushpa**" that highlights grammatical mistakes, strange arrangements of words and phrases and idioms which are direct translations of expressions in Indian languages. Modern plays like **Waiting for Godot** can be used to teach sentence structures of spoken or conversational English. For instance,

Estragon : Nothing to be done

Vladimir : Did you ever read the Bible?

E : The Bible... (he reflects.) I must have taken a look at it.

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- V : Do you remember the Gospels?
- E : No
- V : Shall I tell it to you?
- E : No
- V : It'll pass the time. (Pause). Two thieves , crucified at the same time as Our Savior.  
One—
- E : Our what?
- V : Our Savior. Two thieves. One is supposed to have been saved and the other... (he searches for the contrary of 'saved')... damned.
- E : Saved from what?
- V : Hell
- E : (with exaggerated enthusiasm) I find this really most extraordinarily interesting.
- V : But one of the four says that one of the two was saved.
- E : Well? They don't agree and that's all there is to it.
- V : But all the four were there. And only one speaks of a thief being saved. Why believe him rather than the others?
- E : Who believes him?
- V : Everybody. It's the only version they know.

Students may be asked to play the roles. Accent and other features of conversational English can be highlighted. Chatty style can be highlighted. Wh-questions, degrees of adjectives, voice, subject-verb agreement, yes-or-no questions can be located within this short extract without going into the explication of the full text or providing the background information about the absurd play. Students can raise questions on grammar presented in the extract. They can formulate rules of usage on their own.

One of the disadvantages of the deductive method of presenting grammar is that students cannot concentrate on meaning and form simultaneously. Inductive method eliminates the dichotomy between form and meaning. While they grasp the communication and its context, they also learn the grammar of communication. What comes first is communication (meaning) and what becomes by-product is form (grammar). Though they are intertwined in communication, grammar learnt/guessed through the act of communicating or writing or reading or chatting/listening not only has permanence but also application-value. Since **Terrell (1991)** and **VanPatten (1991)** question if learners can pay attention to form and meaning simultaneously, the former recommends the lightening of the lexical load,

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the latter advocates the delaying of the grammatical focus until the advanced stage of learning. Grammatical explanation that should be demanded by learners should aid their oral proficiency and communication skills.

### Suggestions

Implications of the present study are:

1. English language teachers should be familiar with both the methods of presenting grammar: inductive & deductive.
2. Attempts should be made to teach grammar communicatively.
3. Communication should be the focus and background of grammar classes, if any.

### Conclusion

“The proof of the pudding is in eating” is a classic assertion of human experience and therefore, the success of a language class is in interactive classrooms where grammar **and** communication play vital roles though the former is achieved/learnt through the latter. Grammar cannot be taught in isolation and therefore should not be taught. Communication is the only channel through which, and the only end to which, grammar can be taught/learnt. Basically, English language teachers are communication facilitators and they are incidentally grammar explicators.

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### Role of Grammar in Communicative Language Learning

Dr. K. Krishnasamy

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#### Abstract

The paper highlights the title “Role of Grammar in Communicative Language Learning”. Language which acts as a tool of communication is considered one of the most valuable possessions of humans. English is a global language. Grammar, being a mechanism of language, takes a vital role in English Language teaching. Language knowledge and language usage for communication are two different aspects in the language learning process. When language is put to use, it works through different dimensions for multiple uses. For example, a noun can be converted into a verb in different ways and the resultant functions are different. The conversion indicates the message as per need. Grammatical competence is utilised for successful communication. An important part of communicative grammar is the knowledge that we need acquire to know the appropriate choice according to the situations we are in. To use a language and to acquire communicative skills, grammar is a must and so one must know the grammatical

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Role of Grammar in Communicative Language Learning

forms, structures and their meanings. Although all round communicative competence involves all four skills, Speaking and Writing (Production). Listening and Reading (Reception), Grammar stands responsible for acquiring Communicative Language Learning.

## **Introduction**

English is a global language. Grammar, being a mechanism of language, takes a vital role in the English language. The grammar of a language has to be put in use with dexterity, involving all the nuances of the language. Language knowledge and language usage for communication are two different aspects in the language learning process. When language is put to use, using each element or category, it attains different dimensions for multiple uses. A noun can be converted into a verb in different ways and the functions are different. The conversion renders distinct potentiality to the rare word to indicate the message as per need. The cognition and the inner mental grammar aid the process of conversion.

Language is primarily a spoken phenomenon. The written word is simply a means of representing speech on the page so that we can address people who can hardly hear us. The main objective of learning a language is to develop the ability to communicate efficiently in the language. Efficient communication is characterized by the three-fold qualities of appropriateness, accuracy and fluency, each quality influencing supporting and enriching others.

## **Grammatical Sentence Structure**

It is necessary to see how Grammatical Sentence Structure can help us to notice some of the ways in which statements can be put together and the effects which different sentence structures can achieve. Grammar sentence structure is used for many stylistic purposes. Sentence is the backbone of any communication and must also be free of grammatical errors. It should be direct, consistent, methodical and interesting. Communicative competence rests on a set of composite skills of which one is grammatical competence and this is crucial to successful communication. It is disappointing to note that even those students who already have good grounding in the grammar of the language after several years of studying English in the school do not perform well. This we believe may be partly due to grammar fatigue. Anyhow grammatical structures are systematically related to meanings, uses and situations.

Since traditional grammar tends to concentrate on written language, it is important for a communicative grammar to describe and exemplify both types of language use. That the grammar of language is indeed of a central concern to speakers since it describes what makes language tick, how it can carry the meanings we want to communicate.

The primary roles of a communicative grammar ensure and enhance the ability and confidence to use language accurately in communication. For example: In the use of the phrasal

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verb with a preposition, the object comes after the preposition. It cannot come between the verb and the preposition.

Raja is looking for a better job - Correct

Raja is looking a better job for -Incorrect

Das works hardly -Incorrect

Das works hard -Correct

Grammar helps us shape the content to its correct form.

### **Grammar in Spoken and Written English**

English like other languages makes use of two channels: speech and writing. They have different transmission systems. Speech is transmitted by sound waves, originated in speaking and received in hearing. Writing is transmitted by letters and other visible marks, produced in writing and received in reading. Gaining communicative competence involves all four macro skills, Speaking and writing (Production) and Hearing and reading (Reception). Spoken and Written English must have different sorts of grammars. For the benefit of those who want to acquire good and all round communicative competence, there may be certainly differences in the use of English Grammar. In the case of Spoken English, communication requires fast, almost instantaneous, production and understanding. An important part of communicative grammar to know the appropriate choice according to the situation the speaker or writer is in.

### **Use of Grammatical Forms, Structures and Meanings**

To use a language properly, we have to know the grammatical forms and structures and their meanings. We have to know what forms of language are appropriate for given situations. For this purpose, one will find in both those parts a variety of labels such as (spoken) (written) AME (American English) BEC (British English) (Formal) (Informal) (Polite) and (Familiar) etc. These labels are reminders that the English language is, in a sense, not a single language, but many languages, each belonging to a particular geographical area to a particular kind of situation. The English used in formal written communications is in some ways different from the English used in informal conversation. The English used in the USA is somewhat different from the English used in Great Britain, in Australia and so on. On the other hand, when we write, we usually have time to revise, check and rewrite what we have written. Likewise when we receive a piece of writing we can read it, reread it, ponder over it and discuss it. Spoken language is the most widely used form of language.

Within spoken language, there are many variations but we will distinguish two main uses of spoken English. At first, the most common use is in conversation with two or more

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participants taking their turns when talking to each other, either face to face or on the telephone . For the foreign student of English, this is particularly an important type to learn because it is the most common everyday use of speech. This conversation is absolutely impromptu or spontaneous.

### **Poor Proficiency of Indians in English**

Indian software industry and software engineers play an important role in the world stage. Of course, Indians occupy senior positions in multi-national corporations. This has been facilitated by the proficiency of Indians in the English Language. At the same time, our education system is finding it difficult to ensure that the graduates passing out of our universities possess the skills required to communicate in an error free and effective manner in English. Students who study the professional course do not know how to use words in sentences grammatically.

### **Language is Dynamic**

Language is dynamic and evolves continually. The development of modern technology fuelled the need for a specialized form of English to cater to its distinct communication needs. Scientific and engineering writing presents information clearly and concisely without ambiguity, empty phrases and repetition. There is no place for rambling or unnecessary embellishment. Attention to grammar and style is required, However, every word has to be chosen carefully to present information clearly and concisely without ambiguity, empty phrases and repetition.

Language helps systematic communication through vocal symbols. Each language is essentially a code that is a group of symbols which can be structured so as to be meaningful to others. The English Language like any other language is a code. It contains words that are arranged in a meaningful grammatical structure or order. We should be certain that this encoding is done in such way that the recipient is able to decipher the code easily.

Communication does not end with encoding or decoding a message. The main objective of the communication is to facilitate the exchange of thoughts and ideas in an effective and methodical way. Those who have a good command over the English language should be aware of the pitfalls that may beguile them. The words and sentences which are used should be simple, clear, brief and unambiguous, Without these attributes, communication of any sort is bound to become boring, stilted and foggy.

### **Conclusion**

The concise expression of an idea or thought, is fundamental for communication. Instead of using clumsy expressions or unnecessary words, ideas should be expressed as precisely as possible. Brevity is the most important aspect here. A sentence is a unit of thought. It is a

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collection of words syntactically and grammatically arranged to convey a certain meaning. Words should be properly and grammatically arranged in a sentence in such way that the reader gets a clear idea of what the speaker or writer wants to convey. As language is a code, the sentence should be framed in such a well-ordered way that the reader finds it easy to decode (understand) it. So, both the writer and the speaker must adhere to grammatical rules, while framing a sentence. On the whole, for speaking and writing (Production) and listening and reading (Reception) Grammar stands responsible for Communicative Language Learning.

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**Editor**  
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### Revisiting Selected Concepts in Linguistics for English Language Teaching

**Dr. N.V.S.N. Lakshmi**

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#### Introduction

Linguistics is assumed to be the knowledge ‘*about*’ language but it is also an abundant source of knowledge ‘*of*’ language. Teacher’s knowledge *about* a language should be best explored in transferring it to knowledge *of* a language of the teachers as well as the learners in the classroom. Pedagogical implications of selected concepts like *Wh- movement and Sub-aux switch* (question formation); *Subject-verb agreement* (concord); *Co-indexing* (*discourse markers/cohesive devices/referral aspects*), (*disambiguation especially in written English*); *Level theory in phonology/morphology* (*word formation*) and *Halliday’s tonality, tonicity and tone* (*pauses, emphasis in connected speech*) are discussed in the present work. Since the focus is on the applications of these concepts, the theory behind each of them is not discussed in this article.

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## Knowledge about and of language

Learner's background knowledge is quite often not exploited for teaching English in the classroom. *Transfer of cognitive skills from L1 to L2* takes place in the case of adult learners/andragogy. Being a learner of Japanese language in Japan, knowledge *about* and *of* one language i.e., English and Telugu, has become a rich resource of background knowledge to pick up the foreign language. Similarly, knowledge *about* the language helped me as a teacher to teach functional aspects *of* English to Japanese students.

<b>English</b>	<i>I</i>	<i>am</i>	<i>English</i>	<i>study</i>	<i>ing</i>	
<b>Telugu:</b>	<u><i>Nenu</i></u>		<i>English</i>	<i>(ni)</i>	<i>chaduvu</i>	<i>thunnanu.</i>
<b>Japanese:</b>	<i>Watashi</i>	<i>wa</i>	<i>eigo</i>	<i>o</i>	<i>benkyo</i>	<i>shimasu.</i>
	(subject)	(particle)and	(object)	(particle)	(root verb)	inflexional
		(topic		(direct		marker and
		marker)		object		indicator of
				marker)		tense

## Review of Literature

Studies have been conducted on linguistic complexity in ESL reading comprehension especially with reference to lexical and syntactic features (Barrot, J 2013), linguistics relativity to SLA in terms of empirical evidence from pseudo-linguistic domains such as color categorization, time perception, spatial recognition and number recognition; overpassivization of ergative verbs (Pae, H.K. 2012); heteroglossic repertoires and different approaches to linguistic repertoires (Busch, B 2012). The present work attempts to revisit the selected concepts in linguistics for the benefit of students in order to create a logical and joyful learning experience of functional English in the classroom.

## Subject-auxiliary Switch

If some of the common errors in English are studied carefully, *subject-auxiliary switch* is the reason for common structural errors while framing questions and wh-clauses.

Ungrammatical structure

✗ You **gave** a book to Mrudula?

✗ I don't know who **is Jai**.

Grammatical structure

✓ **Did you give** a book to Mrudula?

✓ I don't know **who Jai is**.

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✗ I know what **are you** doing.

✓ I know what **you are** doing.

In framing emphatic questions, understanding of **wh- movement** gives a clarity regarding the reason for ungrammaticality.

- Where are you coming from?
- Where are you going to?
- Who do you think has done this?
- To who (m) should I give this book?
- Who do you give this book to?
- How did you forget the person you studied together for ten years?
- Raju is believed to be in love with Rajani. (With whom)
- What do you think Ravi bought? (What)
- This is the person who taught us. (who)
  - ❖ *Kal Krishna ne Vamsi ko ek kitab di. (Hindi)*
  - ❖ *kinō Krishna wa Vamsi ni hon o ataeta. (Japanese)*
- Sethi will buy what? (What will Sethi buy?)/ Sethi will buy a book.
- Who did you say that Priya loves \_\_\_\_\_?  
 *A phrase cannot be broken in order to avoid ambiguity.*

Phrases like

- New children's doctor
- Physics student from Medak

### Subject-Verb agreement

Subject-verb agreement refers to singular nouns should be followed by singular verbs; plural nouns should be followed by plural verbs. There should be an agreement between the subject and verb in terms of the number and gender whenever the sentence demands. For example, *None of the students have gone to their techno festival.* In this sentence, the plural pronoun 'their' indicates that the verb has to be a plural one.

- *The coordinator and the head have come to the meeting.* (Two determiners indicate that the subject is plural, hence the verb has to be plural.)

Vs.

- *The coordinator and head has come to the meeting.*
- *One of the students has come to the college.*

### Disambiguation and Co-indexing<sup>1</sup>

In linguistics, Binding Theory determines the interpretation and distribution of pronouns and anaphors. It is formulated in terms of three principles which apply to anaphors, pronouns and referential expressions (R-expressions) respectively (Bhatt, R 2004). A pronoun (a "bindee") usually has an antecedent (a "binder") in context. e.g. Rakesh<sub>i</sub> said he<sub>i</sub> would do vs. but NOT \*He<sub>i</sub> said Rakesh<sub>i</sub> would do. The following sentences illustrate some basic facts of binding. The words that bear the index <sub>i</sub> is used to refer to the same person or thing.

- *Mohan<sub>i</sub> gave his<sub>i</sub> book to Meena.*
- *I know a skull-capped Muslim<sub>i</sub> who is wearing a white shirt and he<sub>j</sub> knows that I know him<sub>i</sub>.*
- *Larry King<sub>i</sub> is proud of himself<sub>i</sub>. (But NOT Himself<sub>i</sub> is proud of Larry King<sub>i</sub>.)*

Ambiguity is a hindrance to clarity, which in turn may result in miscommunication. Ambiguity can arise because of misplaced modifiers in sentences. By inculcating a sense of which adjective/adverb refers to which noun/verb within the phrase or clause, ambiguity can be avoided. For e.g.,

- |  |  |
|--|--|
| 1. <i>The students were asked to study in the hostel.</i> (Refers to the location 'hostel' but not anywhere else.) | 2. <i>The students in the hostel were asked study.</i> |
|  | (Referring to the hostellers but not day scholars!)    |

### Disambiguation of the sentences/phrases in writing

A word as a modifier	1. <i>Cancellation of the bus in the last minute drove the lady nearly frantic.</i> 'Nearly' qualifies 'frantic' but not 'drove'.	Cancellation of the bus in the last minute drove the lady nearly <sub>i</sub> frantic <sub>i</sub> .
A phrase as a modifier	2. <i>He got the legs<sub>i</sub> of the chair<sub>i</sub> cut off to suit the dignitaries.</i>	<i>He got the legs<sub>i</sub> of the dignitaries<sub>i</sub> cut off to suit the chairs.</i>

<sup>1</sup> Disambiguation is not done by using a tree diagram but co-indexing has been used without going into the details of the theory as the present work focuses more on the pedagogical applications of the concepts in linguistics.

An elliptical clause as a modifier	3. <i>While on a tour to Europe, my expensive tablet was stolen.</i> (missing subject in the clause)	<i>While <u>we were</u> on a tour to Europe, my expensive tablet was stolen.</i>
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### Halliday's Tonality, Tonicity and Tone

The functional aspect of tonality, tonicity and tone can be looked at how to make the learners aware of meaningful pauses, emphasis and intention of the speaker respectively in connected speech. These three features which form the crux of oral communication have an important role to play in connected speech, conversation practice that can be taught to learners of different levels. Right pause, emphasis and tone can be used as politeness strategies and markers in oral communication.

**Tonality** (tone group boundaries), **tonicity** (tonic accented word) and **tone** (pitch variations) can be effectively applied to an activity based on 'situational dialogue' or a 'role play' activity or a 'telephonic conversation' to be more effective. This will help the learners to identify where to use the right pause, which word to be accented (usually the one that carries new information) and what kind of feelings you want to express through the tonal changes. The same philosophy holds good if it is at the functional level while teaching communication skills and soft skills for engineering students.

Tonality, tonicity and tone can be the inherent principles to teach the nuances of speaking skills. This can be best explored in the classroom by making the students *read aloud* or by a *role play activity* in the classroom.

#### Conversation - 1

A: //Do you 'know the 'story of a /bird/ that 'saved a 'woman dialing /108?//

(Question +that clause)

B: //It 'seems \incredible / but it's a \true ,story in ,fact.//

#### Conversation - 2

A: 'Where are you 'going /to? (There is an emphatic difference between 'Where are you going?' and 'Where are you going to?' Hence, to also gets highlighted.)

B: I'm 'going to `London.





## Conclusion

In this article, an attempt has been made to study the practical pedagogical concepts in English by making use of the selected concepts in linguistics. While teaching English to engineering students, who come to the classroom with their logical thinking and background knowledge, a teacher can best explore and tap their potential to enhance their communication skills. If a teacher can sensitize the students to the nuances of logic in language, functional aspect of English can be easily taught which will in turn help the students to remember the L2 (English) better. This will not only encourage the students to learn the language in a more logical and systematic way but also they can enjoy themselves while learning the grammar or function English in the classroom.

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## Grammar and Grammar Teaching: Changing Perspectives Volume 2

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### English Language for Professional Competence

**S. Lalitha**

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#### Introduction

The English language teaching (ELT) industry has in the past several years become a major cross-cultural, trans-cultural, and worldwide enterprise. With the death of distance, the disappearance of many national boundaries, and the prioritization of regional and trans-national economies, prospects for widespread lingua franca, English being one of the most prominent, have tremendously increased, having spread under varying circumstances to diverse regions of the world predominantly through the joint outcome of Britain's colonial expansion and the more recent activity of the US. English today enjoys international recognition and vitality.

There are no precedents to help us see what happens to a language when it achieves genuine world status. The distinction has also created a strong preference for the historical

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(by virtue of origin) native speaker over any other professional – generally a historical non-native to the so-called native English countries. Although, in black-and-white, the distinction in itself is valid, it has, in the case of English, ceased to be reliable given the great changes in the physical, technological, economic and migratory trajectories of the present era and, above all, the permanent status of English as official and national language in post-colonial regions. These regions also have native speakers of their own varieties of English, who, as the case may be, contribute equally to the global evolution and spread of the language as well.

Moreover, English emerged and evolved in these contexts through an ecologically different itinerary from the so-called native regions. The general conception of the native speaker as the infallible or perfect teacher of his or her language, which this paper seeks to redress, certainly influenced the above statement. Such a conception clearly disregards other determinant factors in ELT such as professional training, educational qualification, experience, language proficiency, and socio-cultural implications.

These factors add a more relevant dimension to any meaningful ELT programme than just the status of a native speaker. A number of examples have been used to demonstrate this reliance on native-speaker origin without corresponding proficiency or professional ability in ELT.

### **English on the International Platform Today**

The international arena seems to be constantly gravitating towards English. There has been, since the mid-1990s, a strong tilt towards English in business, technology, scholarly journals and publications, international relations and law. From a survey of foreign languages taught in the Russian federation, scholars found out that 60% of secondary school students chose English, 25% went in for German, and 15% took French as foreign language. These students, like many other people, see English as a means of associating with the rest of the world, which has predominantly shifted towards English expression.

In the academia this shift is also evident and ranges from the award of certificates in English and the pursuit of degrees in English in non-English speaking countries to the publication of scholarly journals in English. It initially published all articles in Spanish only, but gradually shifted to English by "first publishing abstracts in English, then providing

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English translations of all articles. The shift from Spanish to English confirms the strength of English internationally, but the historical native speaker is someone born in one of the native English-speaking countries.

### **Dominant Second Language Position**

English occupies a dominant position in second language (ESL) or post-colonial countries where it is the official and national language on which national identities are built. It is also the medium of education and/or a compulsory subject in the school curriculum. This is the case with India, Singapore, parts of West, South and East Africa, and most of the other former British colonies. English is now part of the socio-cultural set up of these countries. It has a long history of naturalization, nativity, and indigenization that has resulted in the existence of regional varieties of the language generally referred to as New English, Non-native English, Indigenized Vernacular English (IVEs).

### **Ownership of English**

Ownership of English, in this case, signals the emergence of Native speakers for each of the new varieties that cropped from the expansion of the language. Another important domain in which English has gained international renown is in book publication.. This reveals that even countries that have no historical or colonial links with native English countries (particularly England or America) have adopted the language in a bid to benefit from its international wealth and ever-increasing international readership. Although in this case the proficiency and expertise of the native-speaker may not be in question, it still betrays the belief that only the historical native-speaker can do such a job. With the rising strength of the economies of some English as foreign language (EFL) countries, especially in the Asian sub-continent, there is likely to be a drastic growth in the number of books published in English in these areas. The proliferation of publications in these predominantly L2 and L3 regions, however, predicts a diminishing attachment to some of the varieties that have been highlighted as the authentic (i.e. the native varieties).

### **Recent Trends**

Trends in the 1990s and the early 2000s show that variations in speech patterns have rendered English tongues, whether native or non-native, very distinct and that some parts of the vocabulary are peculiar to particular regions – West Africa, India, Australia, Britain or

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The Caribbean. The two components of English are taught and learned without [extensive] variation are its grammar and its core vocabulary. This means that native speakers have just the same intelligibility and communicative challenges to cope with as non-native speakers. English is still the effective medium that links the far parts of the world and their diverse mother tongues on the international platform. However, the insistence on the native origin requirement by some ELT employers is putting the clock back on the international intelligibility accommodations speakers make to one another and risks

### **The Native Speaker: Some Theoretical Implications**

The use of the native speaker has a long history in all sub disciplines of linguistics. From methodologies to theories of language study the native speaker occupies a basic position as a springboard for the judgment of language production and evaluation. The major conviction behind the native speaker is that s/he can at any time give valid and stable judgments on his or her language. S/he is capable of identifying ill-formed grammatical expressions in his or her language even though s/he may not be able to explain exactly why they are ill-formed. Many linguistic schools of thought have based their findings on native speaker judgments and performances.

### **Prejudice and Bias**

Prejudices and bias have been central to descriptions of the New English. There is no other standard." While the native speaker may be deemed ideal for ELT, it is far from saying s/he is infallible, as Hocking wants us to believe. This is because the most native speakers of English in the world are native speakers of some nonstandard variety of the language. On this ground, they like the non-native speakers (especially those for whom English is an official language) have similar proficiency, professional, and socio-cultural stages to deal with claiming ownership of varieties of colonial languages, which they used as official and national languages.

The distinction of non-native speakers became prominent and was based on the perception of the colonial subjects by the colonialists as backward, primitive, non-literate, and unimportant masses. The varieties have been found to be systematic and logical in the variations they exhibit. More non-native teachers are involved in ELT than native, when English is progressively being detached from the native English-speaking countries, when

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lesser attention is being paid to accent, when the so-called non-native speakers of English outnumber the native, some institutions still run after and are caught by the fever of recruiting only (historical) native-speaking teachers.

### **Correlation and the Native Speaker**

Is the native speaker infallible? Being a native speaker is no guarantee for competence in communication. Communication itself is far more latent than the words used in the process. This is because there is a large infrastructure of social and cultural elements that determine what must be said and how it must be said. Moreover, from a purely grammatical point of view, even in native are as, poor and inefficient speakers are still found. Error analysis in linguistic study did not emerge from the study of non-native speakers but from the study of native speakers. An Englishman, who loves a sentence, that is lucid and logical, feels it a shock to hear his native language maltreated by those who are just as English as himself. Do levels of competence and proficiency apply to a native speaker?

The issue of correctness, that is, respect for rules of the language, is so complex that being a native speaker does not automatically qualify one as a competent speaker. Several factors account for this; language change, dialect variations, socio-cultural contexts, professional backgrounds, cultural variation and so forth. It therefore means native speakers can be classified on a scale of competence just like other speakers who acquire proficiency in the language. And in ELT, which today has moved far beyond the borders of the UK or US, and with the emergence of several regional norms of the language, the socio-cultural element often the major defining icon of these norms is very important.

### **ELT Practice and the Native-Speaker Fever**

In many EFL countries, the quest for native speaker or native-like proficiency is still high. It is less so in the ESL countries where education is the barometer for proficiency in the language. This is basically because English in these contexts is introduced in school and is used generally in formal situations and in education related jobs. English, as said above, is the official language of these countries. But in the EFL contexts, English is an additional language whose importance is dictated by its economic and international necessity. There was no indication that an American, British, Australian, etc. would be preferred. This further indicates that it is not the quest for perfection that drives this demand for native-speaker

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teachers but rather a social prestige. This is primarily because ELT is a profession and not a natural part of a native-English speaker. In this first advert, more emphasis is laid on the status, i. e. the origin, of the prospective applicant rather than on his or her level of education and professional experience. There is no room for the so-called non-native speaker who could be a proficient and experienced professional.

The priority of place given to the native requirement, although not specific to any country, indicates that native-speaker origin is rated above university degree and professional experience, which are not mandatory. So, as the advert indicates, a native speaker would not need a university degree or professional training in ELT to qualify for this job. Some prospective employers insist on native-speaker origin together with other requirements. In the following advert, it does not only suffice to be a native speaker, but a dynamic, professional and experienced native language trainer. Here at least, attention is partially paid to certain ELT-specific qualities, which may eliminate some of the so-called native speakers. This is not the case with the advert above that gives gospel credence to native origin rather than to professional and pedagogic competence.

The search for native-speaker teachers of English referred to above as a fever has gripped not only the ELT field but also other domains of normal life. It is interesting that other jobs that do not require language transmission as ELT equally require native-speaker status. Germany is the holiday destination for holidaymakers from various linguistic backgrounds, prominent among them Japanese, Chinese, and other Asians. The native-speaker fever is fuelled by the belief that native speakers are perfect in their language. This might be true but it is not the case in every situation especially in ELT. This is because there are many more challenges of a different kind to overcome in the ELT classroom than just living up to the status of a native speaker. These examples drawn predominantly from Germany indicate that the teacher must be quite familiar not only with his English language material but even more with the socio-cultural, socio-political and other ecological realities of Germany, to be-effective. Language teaching is not independent of societal and socio-cultural reality. For any-ELT exercise to be successful it has to incorporate these aspects from the given society and not from the native. This brings the language closer to the learner and bridges any communicative gaps that could be caused by differences in societal reality. This

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makes the native-speaker requirement insufficient and to some degree unnecessarily restrictive.

### **Redefinition of Standards**

It can be deduced from the above quest for native-English teachers and employees that the employers are in search of high standards based on social judgment. The social prestige component of it has nullified the quest for competence and proficiency. Such insistence on native speaker perfection defeats the intent of globalization and, rather than providing globalization jobs to all. For instance, on the website of the "Global English School" in Thailand, this rather non-global statement is used as a source of pride: All of our English teachers are native speakers, teaching natural English as it is spoken in real conversation. It must be realized that English has become too complex to be tied to the strings of native and non-native statuses. Its complexity can be likened to that of an oil tanker that spilled oil on the Welsh coast while trying to enter the terminal. Blame or praise for it cannot be directed to just one source irrespective of whether it is native or not because both sources have been instrumental in the trajectory of English around the world.

There is therefore a need for the redefinition of standards. Competence or proficiency and not origin must be judged as a prerequisite for especially ELT positions. Not all native speakers are proficient in their native languages. ELT is not a natural element of native speakers but a profession that requires due training and efficiency. Moreover, how native a native speaker must be cannot be effectively measured and tested because there is great variation in native standards; there are many substandard and non-standard varieties of the so-called native varieties.

### **Conclusion**

Finally, it is important to note that while the term native may still be too restrictive, its traditional restriction may have been overcome. In the next decade, those areas said to be using English as a second language would have many speakers who use English as their first language. They will be native speakers of their variety of English. Will those, as a matter of fact, be non-native speakers or native speakers? Again, English in these zones is taught exclusively by historical non-natives. So, native-speaker origin and status, in the light of this

paper, are less realistic parameters that need to be corroborated with professional training, efficiency, competence, and proficiency in the ELT enterprise.

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## Grammar and Grammar Teaching: Changing Perspectives Volume 2

**Editor**  
**Dr. Vathana Fenn**

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### Role of Grammar in Communicative Language Teaching for Non-Native Speakers of English

**Latha Krishnamurthy**

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#### 4 C's for Effective Communication

Communication is the art of conveying an idea / message by the sender to the receiver by proper encoding through an appropriate media. For effective communication, the following 4 C's are important.

1. **Correctness** (e.g. I teach English / I taught English)
2. **Complete** (message to be complete)

e.g. Arriving Mumbai by Deccan on 24 Dec., : meet me in V.T. (Incomplete)

“Arriving Mumbai by Deccan Queen on 24 Dec., around 10 a.m. : meet me in the main entrance gate of V.T.” (Complete)

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### 3. **Clarity (in expression** by words and its pronunciation)

The Doctor recommended .....

The teacher guided .....

The interior designer suggested .....

### 4. **Courtesy**

Rapport can be created if we are courteous in our approach (except for certain situations)

May I take your pen ? (Polite)

Give me your pen (Commanding)

### **What Should a Teacher Do?**

Before teaching English to the non-native speakers of English, the English teacher who is bilingual (proficient with the mother tongue as well as English) must note down well-defined objectives of every session.

Teacher must plan the session in proper logical sequence with A.V. aids/worksheets etc. so that the objectives are achieved at the end of each session. So, the objectives should be realistic and achievable.

### **Importance of Language Lab with Wi-Fi**

As the students are from various states in India or from other countries their mother tongue will be different. So, for effective teaching “Language Lab” with Wi-Fi connection will be required and the teacher should check if all is fine before the session starts.

### **Methods to Conduct Sessions in Language Lab**

The following eight methods are of great use to conduct the sessions in the language lab (for oral / written communication)

#### **1. Teaching English through “google” web site by “translation Method”**

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- Here a topic (simple one to begin with) is chosen. The teacher writes a dialogue and asks the students to hear it in English and get the gist of the dialogue with the help of “translation tool” of “Google.”
- **Topic** - Greeting your friend
- E.g. The objective of this dialogue can be –
  - i. Expressions related to greeting your friend.
  - ii. The verb “to be” in present and past tense.  
(Subject – Verb agreement)
  - iii. Concept of Nouns/Pronouns.  
(as subject of the sentence)

Using the same dialogue, changes can be done wrt Nouns, Pronouns, expressions of greeting etc.

In every session following simple topics can be chosen and with the help of dialogue, grammar rules, expressions etc. can be taught.

### **Topics**

1. Asking for directions in a City.
2. Conversation with the officers in “Help desk counter” in the airport.
3. Placing an order in a restaurant (dialogue with the waiter)

## **2. Through “Role Play”**

- Divide the class in groups of maximum three students.
- Give situations.
- Give help – by providing a list of vocabulary expressions, through which students can construct simple sentences.
- Offer help – if the student may not be at ease with sentence construction.  
e.g. Flying by air (today/yesterday)

## **OBJECTIVE**

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To make the students get acquainted with air travel related expressions, vocabulary, grammar rules for sentence construction, using the words given. (Give at least 2 nouns, and its pronouns, 2 verbs, 2 prepositions, 2 adjectives , 2 adverbs, and 2 conjunctions)

### 3. Types of Sentence Construction

- a) Positive
- b) Negative
- c) Interrogative
- d) Combination types
  - i. Subject + Verb
  - ii. Subject + Verb + Object
  - iii. Subject + Verb + Complement
  - iv. Subject + Verb + Preposition + object
  - v. Subject [Noun + adjective]
  - vi. Subject + Verb + adverb etc.

**Note:** Use the vocabulary which were understood by the students through “Role Play” already done.

### 4. Phonetics (Symbol and its pronunciation)

Teach concepts of Vowels, Diphthongs and Consonants

**OBJECTIVE:** To make the students know the art of pronunciation for which knowledge of symbols is useful.

For this, we can use the “loudspeaker icon” of Google web site or English bilingual dictionary with CD.

- a) English to Hindi
- b) Hindi to English

Proper Pronunciation with knowledge of grammar rules is important.

### 5. Give Helpful Hints

- a) For pronunciation

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Use the native language of the students for comparison and contrast. Use CDs to show how sounds in English are pronounced in various contexts.

### **b) For Spelling**

early (adjective-positive)

earlier (adjective-comparative)

earliest (adjective-superlative)

**Rule** – Normally if an adjective in positive form has a consonant plus “y”, the “y” becomes “i”. Then add “er” for comparative degree and add “est” for superlative degree (as shown above).

### **c) For expressions**

Write AD 375 (AD for anno domini) (Not as 375 AD).

but 72 BC (Before Christ)

## **6. Reading**

- Ask students to read a given familiar / known passage and direct them to underline words which are not familiar to the students.

## **OBJECTIVE**

To make students become familiar with new words and different types of sentence construction.

## **7. Use Audio Visual Aids**

- i. Still pictures i.e. photographs animated pictures (with a situation)
- ii. Audio CD
- iii. DVD
- iv. TV Channels (like BBC)

Using one aid in each session the students should be able to speak /write atleast 5 correct simple sentences related to the aid given.

## **OBJECTIVE**

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To help the students to express themselves using apt vocabulary and construct grammatically correct simple sentences.

The Students should speak and write the sentences. For speaking pronunciation is important and for writing correct spelling is important.

### **Grammar Rules with Vocabulary Building. This Can Be Done By Giving**

- a) Root words - Students should use prefix, suffix to these words and understand the meaning.
- b) Ask students to find Synonyms / Antonyms of the list of words given.
- c) Ask students to form meaningful sentences with the group of words given.
- d) Crossword puzzle.
- e) Find the word (give hint – the word is a noun)  
e.g. The young dog is called p .....y
- f) Construct a paragraph (5 sentences)

I got up at 5 a.m. ....

I took the 8 o' clock bus and reached my school

### **OBJECTIVE**

To improve vocabulary and understand grammar rules.

The above eight methods can have any order of sequence depending on the “teacher” and “level of students” and also the time available.

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## Grammar and Grammar Teaching: Changing Perspectives Volume 2

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### Revisiting the Position of Grammar in Communicative Language Teaching: A Study

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#### Objectives of This Paper

- To explore and analyze the acceptance of Communicative Language Teaching in the Second Language teaching-learning method of present era.
- To promote the progress and uphold the cause of research in higher education.
- To explore challenges in teaching English language and learning process.
- To evaluate the role of Grammar in CLT.
- To explore and promote research on the status, scope and challenges of teaching English for employment in the global perspective.

#### Developments in Communicative Language Teaching

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Revisiting the Position of Grammar in Communicative Language Teaching: A Study

By the end of 1960s, English language teaching witnessed drastic changes with the introduction of Communicative Language Teaching (CLT) of English as a foreign or second language. The communicative approach in English language teaching has attracted world-wide attention. It has been taken into consideration that language is essentially a tool for communication. It stresses real meaningful communication rather than mere activities or situations. It does not create an artificial or remote context from students' life but access on the real or live materials.

The communicative Language Teaching has brought about revolution of thoughts and ideas. Some of the famous linguists have acknowledged that our past efforts of teaching language have been failures because of the conception or misconception of the notion as well as function of language. They argue that in traditional language teaching, too much importance has been given to structures and lexical items – but has not yielded any fruitful results. One of the crucial aspects of CLT is the controversial position of grammar in the teaching learning process.

### **Change in Teaching Traditions**

The entry of Communicative Language Teaching in the teaching of English language marks the changes in the British Language teaching tradition from late 1960s. Up to that, situational language teaching gained prominence over any other method of teaching English. It concentrated on basic structures in meaningful situation-based activities. By that time Audio-lingual Method was dejected completely from American suburbs in the mid 1960s. Another reason for its entry was the changing educational reality in Europe. It encouraged people to conduct conferences on language teaching and learning, to publish books and monographs which emphasized the need to develop alternative methods of teaching .They demanded a new method which is different from other methods like the audio–lingual or situational. Hence, the communicative approach to language teaching has become popular in many countries including the United States.

### **Functional or Communicative Syllabus**

Analyzing the needs of European language learners, a group of experts began to delve deep into the possibility of developing language courses on a unit-credit system. A preliminary

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document for this purpose was prepared by a British linguist, D.A. Wilkins (1972), which proposed a functional or communicative syllabus for language teaching. His contribution was an analysis of the communicative meanings that a language learner needs to understand and express. He has enlisted a system of meanings that describe the core of language not through traditional concepts of grammar and vocabulary but through system of meaning which stresses communicative uses of language. Later, Wilkins revised and expanded his document into *Notional syllabuses* (1976), a book which had a great impact on the development of communicative language teaching.

In short, the work of Council of Europe, the writings of Wilkins, Widdowson, Candlin, Christopher Brumfit, Keith Johnson and other applied linguists gave impetus to the theoretical basis for a communicative or functional approach to language teaching. The rapid application of these ideas by text book writers and the equally rapid acceptance of these new principles by British language teaching specialists, curriculum development centres, and even governments, aided the theory's existence to the fullest extent.

### **Centrality of Communicative Competence**

K Johnson and K Morrow define Communicative Language Teaching as one which recognizes the teaching of communicative competence as its valid aim. "It is on this level of aim that such a language teaching distinguishes from more traditional approaches where the emphasis is on teaching structural competence". (1996:51) One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language and encourages us to go beyond structures and take account of other aspects of communication. It can therefore help us to match the content more closely with the actual communicative uses that the learners will have to make use of the foreign language. In communicative language teaching, almost everything is done with a communicative intent; students use the language a great deal through communicative activities such as games, role plays and problem solving tasks. The communicative language teaching stresses the use of authentic materials. It is considered desirable to give students an opportunity to develop strategies for understanding language actually used by native speakers.

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The central theoretical concept in communicative language teaching is rooted in “communicative competence” a term introduced into discussions of teaching of second or foreign language in early 1970s. It is also an expansion of the early definition of competence given by Noam Chomsky in 1965. The term originally introduced by Dell Hymes which includes knowledge, skills and abilities in the concept of communication; whether or not (and to what degree) an utterance is formally possible, feasible, appropriate and actually performed. Actually different writers infuse different meaning to this -- depending on context. Widdowson has deviated considerably from the original meaning of the term by playing down the role of grammatical competence. The communicative approaches which follow from the view typically emphasize ‘use’ but de-emphasize grammaticality. Hymes used this term while recording his reaction to Chomsky’s theory of competence. Chomsky stated:

Linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest and errors (random or characteristic) in applying his knowledge of the language in actual performance (1965.3).

### **Abstract Abilities**

Chomsky gave more emphasis to the possession of the abstract abilities of speakers of language which enable them to produce grammatically correct sentences in that language. Hymes denies the view of Chomsky. He suggests that linguistic theory be seen as part of a more general theory incorporating common and culture. Taking Chomsky’s dichotomy between ‘competence’ and ‘performance’ as the point of departure, Hymes points out that grammatical competence is not a sufficient basis for communication. Communicative competence includes the knowledge of how to use language appropriately in given situations in given cultural contexts in order to achieve desired objective. He further suggested the direction for the study of notions and functions by referring to the complex mappings between grammatical forms and their notional functional purposes. Of course, it is a much more comprehensive and plausible

theory of language use than Chomsky's view of Competence. Hymes focus was not language teaching but language as social behaviour.

### **Halliday and Widdowson**

Halliday and Widdowson are the two eminent scholars who contributed much to the theoretical base to the communicative approach to language teaching. Listing the functional account of language use, Halliday states that "Linguistic .....is concerned.....with the description of speech acts or texts, since only through the study of language in use are all the functions of language and therefore all components of meaning, brought into focus" (Halliday, 1970.145). The use of language is stressed.

### **Hymes' Proposal**

Hymes' 'communicative competence' can be seen as the equivalent of Halliday's 'meaning potential'. He has listed seven basic functions that the first language performs for children.

1. Instrumental function: using language to get things
2. Regulatory function: using language to control the behaviour of others
3. The interactional function: using language to create interaction with others
4. The personal function: using language to express personal feelings and meanings
5. The heuristic function: using language to learn and discover
6. The imaginative function: using language to create a world of imagination
7. The representational function: using language to communicate Information.

(2001:160)

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In his view, child's second language too must serve the first and foremost purpose of communication.

### **Communicative Competence and Grammatical Competence**

Communicative approach to language teaching views the learning of a second language also as acquiring linguistic means and ability to perform these various function. Its comprehensiveness makes the theory not only different in scope and status but also universally accepted as authoritative. The wide acceptance of the communicative approach and relatively varied way in which it is interpreted and applied can be attributed to the fact that practitioners from different educational traditions can identify with it, and consequently interpret it in different ways.

The term 'communicative competence' can be explained only in connection with the term grammatical competence. Before delving deep into the term grammatical competence we have to answer the question-'what is grammar'? Linguists define grammar as a set of components: phonetics (the production and perception of sounds), phonology (how sounds are combined), morphology (the study of forms, or how elements are combined to create words), syntax (how words are strung together into sentences), and semantics or meaning. All languages are characterized by these components, and hence, language does not exist without grammar. But the definition is often questioned by the teachers or learners. Grammar is often wrongly conceived to be a set of rules that govern language, primarily its morphology and syntax. But morphology and syntax are only two components of grammar. Viewing grammar with all its components makes the teachers and learners understand the real meaning of grammar and its function in the language. It really reduces the complexity of learning grammar and helps in the on-going process of learning. In order to possess mastery of a language i.e. produce the language spontaneously, they must have at least some knowledge about the construction of grammatical items of the language. This knowledge enables the learners to understand and make meaning in the communicative classroom and makes them proficient users of the target language.

Grammatical competence is knowledge of the language code, grammatical rules, vocabulary, pronunciations spellings, etc. i.e. it refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed; of course, it is an important dimension in language learning. When the learner knows the rules of language exceptionally well but is not very successful at being able to use the language for meaningful communications, it is of no use. Grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication. In other words, it helps the user maintain consistent grammatical control of complex language system. For example, an average learner often confuses with the usage of tag questions, subject –verb agreement, use of gerunds and to-infinitives, etc. When the learners possess the grammatical competence, s/he can easily engage in meaningful communication.

### **Focal Point of Communicative Competence**

Communicative competence as referred earlier is a concept introduced by Dell Hymes which was redefined by many authors. Communicative competence includes the following aspects of language knowledge:

- Knowing how to use language for a range of different purposes and functions
- Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
- Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies) (Richards, 2006.3).

The focal point of CLT was almost exclusively on meaningful interaction through the use of spontaneous speech during pair and/or group work. Combining grammar instruction with communicative techniques for communicative purposes helps the learners to master the communication skills in the target language.

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Revisiting the Position of Grammar in Communicative Language Teaching: A Study

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## Grammar and Grammar Teaching: Changing Perspectives Volume 2

**Editor**  
**Dr. Vathana Fenn**

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### Aspects of Business Communication

Mrs. P. Mary Rajeswari, M.A., M.Ed., M.A., M.Phil. MLIS., M.Phil.  
Ms. M. Daphne Rumulshiya, B.A., B.Com.

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#### Introduction

Communication is expressing one's self thoughts, feelings, expressions, ideas, feelings, emotions, etc., to other human beings. Communication stamps ones personality and marks our status. Primitive man's first invention may be the art of fire but man's first innovation in community was communication. Communication is ideation – encoding- transmission – decoding – feedback – re-feedback for usage and smooth living. Messages can be meaningfully conveyed logically and emotionally. Communication depends on receiver, sender, message and their relationship and writing). To communicate we need language, (skill- listening, speaking, reading a form and medium. (time, place and ways) Communication channel can be formal or informal. Informal channel transmit official news

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Aspects of Business Communication

through unofficial and informal communicative interaction. This is called 'grapevine'. Success in the highly competitive environment of today will depend not just on professional knowledge and skill but on the ability to present essential information effectively with information, evolution and socio-economic changes.

### **Types of Communication**

Types of communication include conventional form, modern form, oral form, written form, formal form, non-formal form, participatory form, non-participatory form, literate form, illiterate form, technical form, non-technical form, verbal form non-verbal form and even silence.

### **Flow of Communication**

Flow of communication includes upward communication, downward communication, horizontal communication and diagonal communication. Therefore, to communicate we need, among other things, **subject competence** (knowledge, experience and ability), **linguistic competence** (analyse facts, information's, appropriate devices, graphs, charts, diagrams etc.), **organizational competence** (logical and thematic structure). Business communication uses technology for voice mail, e-mail, tele-conference, internet, video conference. We need to take care of content, style, approach, vocabulary, objective, presentation, attitude, organization and language.

### **Business Communication**

Business communication skills include the knowledge of high technical capabilities, ability to present and explain complex information in a simple and familiar style, ability to understand and explain quantitative data, cultural awareness capability and ability to analyse and prioritise information.

### **Communication in Business Environment**

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Communication in Business Environment includes among others notice, general meetings, annual meetings, meeting minutes, memo, statutory meeting, chairman's speech, press release, announcements, stock exchanges, legal deeds, documents, drafts, power of attorney, lease deeds, affidavit, indemnity bond, gift deed, annual report, directors' report, management discussions and analysis, information about company, advertisements, auditors report, information about other companies.

### **What Should Students' Master to Communicate Effectively in Writing?**

Students must know the format or structure of writing a communication error-free and make them perfect as written things are always permanent records. Now-a-days some students find it difficult even to write a leave of absence letter which the students may have already learned from Standard II or III and most companies have their own leave of absence form and the explanation given for such system is mechanical. Report is another means to communicate the happenings or progress of work/project assigned. It may be a page or several a pages. Reports can be a well-structured study, a document, message or information. This can be for the purpose of office internal use, or for communicating with the management, with the employees, with the government or with the public. This may be a proposal, or report on an incident, event, research, sales, production, and feasibility for further development, accounting and finance, evaluations, etc., Skills obtained and demonstrated in writing such communications pave way for success Memo is another common format used in business communication. Office orders is another form of communication in business, Notice makes a difference in this communication. Writing the minutes of the meetings is another record that defines a firm, its activities and its concern of rules and regulations.

All these business communication is not written in same format, language and style. So, a variety of situations may be given for writing practice.

### **Reading Skill**

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Reading skill is very essential to understand the content. Students must know how to use skimming and scanning techniques. Students must know how to predict the content and infer, interpret, analyze, conclude and present the conclusion in a manner the target audience understands it easily. In order to enhance the reading ability, Library hour must be made compulsory. This will promote their silent reading and fast reading capacity. Similarly loud reading programmes will help students to correct their pronunciation. Supplementary readers from a variety of disciplines including English fiction will help. But in the present scenario reading does not have any place in the curriculum as it is more or less exclusively oriented toward mastering the content of chosen disciplines for the degree program. Language skills are praised a lot but ignored or poorly provided for in the content-oriented curriculum. Students find time only to memorize their subject contents and teachers find time only to complete their syllabus. Most parents do not find time for any of these activities because all their time is spent only in making both ends meet. Structural English can be developed by reading newspapers, but now-a-days this place is occupied by the computer. Supplementary reading develops our understanding, comprehending and inferring skill.

## **Speaking**

Speaking is not given place anywhere in the curriculum except for the word ‘silence’. There is nothing wrong with noisy interactions in the beginning. There may be some errors. Yet speaking helps students to improve their language proficiency. Students are always engaged in assignments, rote memory, projects etc. Actually projects pave way for corporate skills, communication skills and technical skills. Here they are not supervised; they are left to themselves without any facilitators. Students are engaged in internet and intranet for their knowledge and communication. Computers provide information explosion. English language laboratory is not utilized fully even at the college level. This is conducted only as a syllabus requirement and as a showcase.

Students score marks in abundance but lag behind in the mastery of skills. Skill by nature is to be practiced to be perfect. Students feel shy to talk with correct intonation, accent, pitch or tone. Modulation in tone will drive the monotony and do wonders. This will bring miracle in business. Money can be the principal motive but it is skill that will “mint” money.

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Presentations, Group discussions, advertisements and meetings will make a business successful. More than the hard skills it is the soft skills that develop the corporate culture and give opportunity for students to succeed in campus recruitment for jobs.

## **Listening**

Listening is the first language skill that one has to acquire in life or in business. Only a good listener can be a good active speaker. This is proved true through Interviews, Group discussions, Presentations, Demonstrations, Announcements, etc. If one is not careful and attentive, they have to beg for pardon every now and then and the other side gets irritated. This can be a big blow to business. Listening makes us learn more. Listening creates understanding. Listening skills can be developed through note-taking, dictation, etc.

## **Activity - Sample**

Let us take presentation as our activity. Presentation is for five minutes and two minutes for questions and comments. The real approach is to inculcate skills in students. Methodology can be like a project method. Let the students be asked to identify the topic on their own. Instead of teachers suggesting, they can be asked to go in for peer review through group discussion. Through the discussion students must be in a position to identify the drawbacks or the positive aspects of the topic chosen. So, it will be a sort of learning, critical analysis, identifying audience needs and the need of the hour. After the discussion they can come out with the pros and cons of the title. Let them then collect data, material or information regarding it. This can be done with review, criticism and references. Let them use technology and prepare the show. Let them be encouraged to check the language, grammar, discourse, coherence, vocabulary and structure. They can stand before a mirror and present it or they can use auto camera or any technology to check their demeanor and presentation. Self-check is the best check. Later, for additional corrections, they can go in for peer review and teacher feedback. Behavioral attitude, body language, posture, movements and their meaning and representations can be identified and students may be informed. A teacher can give a short demonstration. They should be encouraged not to copy the teacher's demonstration. This will help the students to have their own style; otherwise it will again be

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only the replica of the teacher. Every time the teacher can give the positive and negative comments for each student. So this would help them to know the correct approach and attitude. Behavioral and thinking skill can be developed.

Remember questioning will get us our information, get our work done and clarify our doubts and gets a solution. Efficient language skills are important here.

Skill in communication may be developed in different ways. Business communication skill is preferred here. We can develop discussion skill, behavioral skill, analytical skill, creative skill, intra and interpersonal skill, and skills for psychometric analysis, assertiveness, adjustment and adaptability to peers, manage the stress, time management, organizational management, team management, personality development and body language and gestures.

## **Conclusion**

Silence is a language of communication. Observing, posture and body language is another form of communication. Getting a suitable job and retaining it requires many skills, which include communication skills as well. Getting a well-paying suitable job is made possible with skills in communication. Business failures and inflation are caused also due to lack of communication and communication gaps. English language communication can be given any name as Business English, Technical English, Scientific English, Professional English, etc. because English has secured its place as an international link language, global language, or universal language.

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## Grammar and Grammar Teaching: Changing Perspectives Volume 2

**Editor**  
**Dr. Vathana Fenn**

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### Teaching Grammar through Virtual Model, Kinesthetic Activities and Folklore

**Professor Neelam Tikkha**

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#### Introduction

Grammar has been a killer like Mathematics for children as well as adults since ages. Learning of grammar was and is seen as a very uninteresting and a frustrating exercise. The teaching of grammar is another difficult task because 90% of students give up thinking that it is an unachievable task and a tough and boring routine. Mention the word *grammar* and the students cringe. Not only the students, but teachers cringe too.

In a world of fast-paced media, it is difficult for students to understand the importance of grammar. If learning grammar is a frustrating exercise, it will always get a step-sisterly treatment and neglected by learners.

#### The Objective of This Paper

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The objective of this paper is to present models and activities that make learning of grammar an interesting exercise.

The models have been tried on learners of English who are speakers of other languages. The age group considered was between six to sixty years, since learning process of grammar is alike for children as well as adults.

### **Less Impressive Success Due to Failure in Addressing the Needs of Different Types of Learners**

Teaching Grammar should be fun and successful ESL teaching is all about variety, movement, using resources that appeal learners. A number of teachers try hard to teach tenses, or vocabulary or try to make students practice conversation. They try to give good illustrations, great examples, but somehow the target achieved is not hundred percent. The reason is failure in addressing different types of learners. "...most authorities in the field generally agree upon four basic learning styles: auditory learners, visual learners, kinesthetic learners, and tactile learners..." "It is essential to incite the different learning styles to achieve the target. Kinesthetic and tactile features overlap a lot so at times they are treated as one."

#### **Auditory Learners**

Some students learn a lot from lectures, explanations, tapes and oral instruction and are called as auditory learners. Such students would like to have games where recitation, repetition, dictation, and listening for clues are a part of the activity.

**Recitation games:** Chinese Whispers, Jazz Chants, and Karaoke Night are excellent games for auditory learners. Karaoke Night is an especially good game in Japan, where most students will express themselves through singing. Another, exercise is to speak in rhyme which will help create interest in boring exercises.

A variation of Jazz Chants with snatches of rhythmic dialog and a metronome, or hand clapping will help emphasize in improving fluency. History of Jazz, blues and classical Indian music will make learning interesting. Such lessons are very effective for students studying English as a hobby, or for travel.

## Visual Learners

These learners focus more on the illustrations and read the text silently. They will benefit more with role plays and images. Another exercise could be by showing animated stories to the students. Use of You tube and slide share will make lessons very impressive. Demonstrations can teach simple present tense. Some interesting scenarios in videos can be shown effectively to improve the language. Visual learners can assimilate more information and knowledge by reading then by listening to lectures. The games should also be designed in such a way that enhances visual learning. For example, visual learners can be made to use games with shapes, that would give visual cues that can help them with learning and using English.

**Board Games:** The games can be created very easily, for example, Word Snakes and Ladders. A number of board games can be developed by using imagination and creativity that are available in the market which can be successfully used in the classroom. Shelley Vernon<sup>i</sup> suggests the use of "Folder games" which “involve making a game board, often based on commercial boards, and using them to practice grammar, vocabulary, phonics, and spelling. The boards can be laminated onto a manila folder and then the pieces and cards needed for the game stuck in a baggie stapled to the inside. Grammatical Chutes and Ladders, Parts of Speech Path Finding (based on the Candy Land Board), and A Day in the Life (based on the game Life) where students participate in mini-role-plays generated by the roll of the dice and scenario cards are all fun to play. The boards should not be decorated in a childish way, since that will turn off adult students, but they can still be colorful.”<sup>ii</sup>

**Picture games** – Pictures, flash cards or anything that uses pictures as their starting point can be effectively employed. Advanced learners can be involved in picture captioning or comic strip re-writes. If comics from different countries are used, it would result in sophisticated discussions about what constitutes humor in different countries. A number of students after some point of time reach a certain level and then reach a stagnant stage. The only reason is that they find it difficult to go beyond academic or basic survival situations. Studying humor through these visual games can help to bridge that gap.

**Celebrity Profile:** Another interesting way for any kind of learner is to paste celebrity pictures on the wall and ask them to write their biography. In case a learner selects profile of

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a film star, they can be asked to write the famous dialogues of the movies and asked to translate into English. They can also be asked to make sentences for example: Salman Khan's hit movie was *Tere Naam*, He is a host for Big Boss show. He has been a top star.

***Mind Mapping Games:*** are also very interesting way to learn grammar and language. Colorful maps should be drawn and through words sentences should be developed. Reading is an important aspect and visual learners benefit with reading. Treasure hunt, writing summary helps improve language skills. Ten sentences should be given to arrange in an order. This game has the added bonus of fitting tactile learners as well.

***Tactile and Kinesthetic Learners:*** These learners need to use the whole body to imbibe learning. Tactile learners are also physical learners, but they are more likely to learn things from model building and hands on instruction.” Interestingly, there was a study done in the late 1980s (Reid, 1987) that found the self-reported preference among English Language Learners for language lessons was Tactile/Kinesthetic by a wide margin. This just goes to show how important it is to try and integrate more physical and experiential elements into our English lessons.”<sup>iii</sup>

Kinetic games can be divided into three broad groups: Touch Games, Spatial Games, and Craft Games.

***Touch Games*** – The most common game is for improving vocabulary by keeping things in a bag and the students are asked to identify and describe them in full sentences. To increase the difficulty level the audience has to guess the things as one person feels.

Another, interesting game could be giving parts of a sentence and asking them to rearrange themselves so that a correct statement is formed. In this game even punctuation card is made so that sentence that is formed is correct in all respect.

### **Descriptive Composition**

These games involve creating drawing of directions to a place or maps. This game has additional benefit and involves auditory exercise as well. Learners can be divided in a group of two and asked to describe the face of each other.

Medley of different learning and teaching style rejuvenates the interest of the students and helps stimulate their senses. The use of varied style helps in retaining the interest of the pupil, reduces boredom and makes learning effective and it will give students essential practice in integrating different learning styles into their own style. Students will be doing more than just expanding their English when they play games. They will be expanding their minds.

### **Games Songs, Folklore, and Stories**

All types of learners love songs games and stories. The distributed and mixing of the three will make learning interesting, but the stories must be short and easy enough for beginners, though more elaborate texts can be included for ESL pupils with advanced knowledge. The stories help revising the common vocabulary presented there, and introducing more popular English words and vocabulary themes. Mock celebrations of special days in the year like Diwali, Holi, Lorhi, Id, Christmas can be done in ESL classroom with a focus on grammar. The celebration of special days also help learners discover many cultural aspects of Indian festivals from Holi to Lorhi and the festivals of English-speaking world, celebrated in the States, from a typical English Christmas, to Halloween, and other internationally famous days such as Valentines, Father's Day, Women's Day, Environment Day and Mother's Day. Learners can celebrate mock birthday party. They can make mysterious shapes with straw and one person to guess what they are saying. Akbar-Birbal stories can be presented in the form of small skit. Shakespeare's plays can also be acted out as short skits. The skits can teach a variety of tenses. **Valentine's Day Story** can be a tale of romance of Heer Ranjha or Romeo and Juliet. **Easter story** can teach prepositions, present and simple past tenses. Other tenses that can be used are future and past perfect. The Easter bunny may have some eggs to deliver to teenagers who have been good. **April Fools'** story can show naughty April Fools' tricks. **Mother's Day** story can show mom too busy with cooking and taking care of the family and does not have time to even think of Mother's Day, but when family presents with bouquet of flowers she is cheered up and goes sentimental. **Leisure Time** or **Summer and Winter Vacation** stories can focus on simple past, past continuous and conditional.

### **Folklore, Folktales and Myths**

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Folktales are stories passed on from one person to the next by word of mouth or by oral tradition. Folktales take place anytime, anywhere and most interestingly animals can talk in folk tales. There is also an element of myth associated with each folktale. Discuss the myth, read aloud, and add another column to write the elements of myths including elements such as supernatural characters, extraordinary powers or tools, natural phenomena, etc. Use of folktale brings them close to their culture and helps to explore and write their own folktales and their own myths.

The activity fulfills a number of objectives and students will learn to:

- Appreciate diverse cultures and traditions through folklore and folktales
- Compare historic world cultures with contemporary ones
- Demonstrate understanding of the genres by responding to questions
- Follow the writing process to create writing in different genres
- Identify unique characteristics of the genre: myth, folktale, folklore, and fairy tales
- Produce written work to show evidence of knowledge of the different genres
- Read and listen to genre examples to increase knowledge of genre characteristics
- Read myths and folktales to increase knowledge of world cultures and traditions
- Respond to questions about the folktale genre to demonstrate understanding
- Tell an original folktale to class members using appropriate fluency skills
- Use Web tools to access information about different cultures.

The students can be asked to read Cinderella , Snow White and the Seven Dwarf, Ramayan and Mahabharat and then explain the element of supernatural in it. For example conversion of pumpkin into a carriage, the use of *Brahmastra*, *agni pariksha* and so on.

### **Friggatriskaidekaphobia<sup>iv</sup>, and Superstitions**

Learners can be asked to make a list of phobia's superstitions and belief and then one person can be asked to be an iconoclast and asked to break them. This would help them learn vocabulary and also make sentences.



### Different Kinds of Errors

First, it is important to distinguish between different kinds of errors. Joseph Williams distinguishes between three kinds of rules: inviolable, optional, and folklore.

It is also important to point out the rules that students learning English usually break and commit errors as far as English language is concerned. Joseph Williams<sup>vi</sup> distinguishes between three kinds of rules: inviolable, optional, and folklore.

*“Inviolable rules* are those that define the fundamental structure of English. These rules define the language and are the only ones that can be called grammatical rules. Violating these rules marks a writer as careless if not illiterate. Leaving the "s" off of a third person singular regular verb is an error of this kind.

*“Optional rules* are points of usage that we may choose to observe or not depending upon the rhetorical situation. Optional rules often govern areas where the language is undergoing change, such as whether one should use the pronoun "one" or whether one should use "whom" as the object of a verb or preposition. (One should, though, if one does so among friends one is likely to suffer ridicule.)

*“Folklore* refers to "rules" that are not rules at all. Much of *The King's English*, *The Elements of Style*, *The Chicago Manual of Style*, and many, many other usage guides consist of what Williams calls folklore. Examples of folklore range from the seemingly grammatical requirement to use "that" not "which" with restrictive clauses (pure convention not grammar) to the completely arbitrary rule to use a comma before the last item in a list. Or is the rule that

one should not use a comma before the last item in a list? Simply because a "rule" might be folklore doesn't mean the "rule" doesn't have considerable power. The split infinitive might be pure folklore, a mere chimera of a "rule," but as every writer knows one splits at one's risk.<sup>vii</sup>

## To Conclude

Finally, these Virtual models with grammar games and kinesthetic activity, help making learning grammar a wonderful exercise. Application of grammar via folklore brings home the concept and can greatly enrich any course of study in language and literature by providing alternative perspectives and by emphasizing diversity within the target culture. It also motivates students and assists them to remember the lessons in lucid manner reducing boredom and absenteeism.

## Notes:

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<sup>i</sup> Shelley Vernon, How to Teach English For Different Learning Styles, [http://www.teachingenglishgames.com/Articles/Learning\\_Styles.htm](http://www.teachingenglishgames.com/Articles/Learning_Styles.htm), downloaded on 16.11.13.

<sup>ii</sup> *ibid.*

<sup>iii</sup> *ibid.*

<sup>iv</sup> Friggatriskaidekaphobia, again ...September 13, 2013 by [grammarops](http://grammarops.wordpress.com/), <http://grammarops.wordpress.com/>

<sup>v</sup> *Ibid.*

<sup>vi</sup> <http://www.calstatela.edu/academic/english/wacgrammar.php>

<sup>vi</sup> *Ibid.*

<sup>vii</sup> *Ibid.*

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## Grammar and Grammar Teaching: Changing Perspectives Volume 2

**Editor**  
**Dr. Vathana Fenn**

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### Role of Grammar in Communicative Language Teaching

**M. Sahana, M.Phil. Scholar**

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#### Introduction

In countries like India where many languages exist, learning English as a second language is a challenging process and involves a lot of practice. English Language Teaching helps the learners of non-native speakers to learn English step by step. There are many methods followed in ELT and one among those is the famous Communicative Language Teaching which plays a vital role in English language teaching.

“Communicative Language Teaching has a greater concern with capacity for communication rather than repertoire of communication with the activity of learning a language viewed with a focus upon... predetermined objectives, all indicate priority of process over content” - Breen 1989

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## **Communicative Language Teaching**

Communicative Language Teaching is a method of teaching a language through meaningful, spontaneous interaction in pair and group works in which meaning is paramount. In this method of teaching, dialogues play the communicative function and learners are urged to explore and experiment with their English.

There is no doubt that knowledge of grammatical rules is essential for the mastery of a language. The aim of grammar is to describe the way the sentences in a language are constructed. There is a mixture of beliefs regarding grammar instruction in Communicative Language Teaching. Some scholars support the exclusion of grammar learning, as the ability to use the second language would develop automatically if the learners focus on meaning in the process of using language to communicate. Some researchers emphasize the need to include grammar teaching in CLT as the learners learn grammatical rules only to monitor the correctness of the language use which is in addition to what has been acquired. On considering these mixed beliefs, the complicated role of grammar in the process of CLT is discussed in this paper.

### **Role of Grammar in Communicative Language Teaching**

Grammar prescribes the rules that are to be followed while speaking or writing a language. These set of rules govern how units of meanings may be constructed in any language.

*“Grammar may be roughly defined as the way a language manipulates and combines words in order to form longer units of meaning”* says Penny Ur. We know that Grammar of one’s mother tongue could be unconsciously imbibed whereas learning grammar of a foreign language like English is a conscious process which demands much attention. The learners need not memorize the rules but should acquire it by doing numerous activities.

### **Interaction, Contextualization**

In Communicative Language Teaching, students have plenty of interaction for a period of time on massive amount of inputs like letters, newspaper extracts, picture stories, recipes, photographs, shopping lists, street maps, postcards etc. In CLT, contextualization is the basic premise and through this approach effective communication is sought. Attempts to communicate

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are encouraged from the very beginning even with minor mistakes. Students are expected to interact with other students through pair work and group work. In CLT, language is learned by the individual often through trial and error, with fluency and acceptable language as its goal. The fundamental goal of CLT is to develop learner's communicative competence in second language through communication and interaction with others.

### **Requirements to Achieve Communicative Competence**

To achieve communicative competence the following four competences are required.

- ❖ Linguistic competence which in other words called the Grammatical competence concerns learner's use of lexis, syntax and structure.
- ❖ Sociolinguistic competence that concerns learner's appropriate use of language in different situations and settings.
- ❖ Discourse competence that refers to the speakers' ability to form oral and written language appropriately and meaningfully.
- ❖ Strategic competence which relates to the use of strategies that can be used to make up for the inadequate abilities in other aspects of competence.

Each of these competences plays a significant role in the acquisition of communicative competence. Though some teachers seem to deemphasize grammar accuracy in CLT classrooms which is a crucial one in the process of learning a language, various implications show the importance of grammar learning which is responsible to achieve a higher level of communication.

### **Grammar Teaching versus CLT**

There exists a great controversy between grammar and CLT. Some believe that teaching grammar in CLT classrooms may have harmful effects. Montaigne says, "*Without methods, without a book, without grammar or rules, without whip and without tears, I had learned Latin as proper as that of my schoolmaster*". From this, one gets the idea that there is no need for teaching grammar separately in classrooms and by practice one can speak language correctly.

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One way to prevent grammar in CLT classroom is through structured input activities. The structured input activities help learners to encode grammatical forms through meaningful context. The main drawback is that sometimes the learners' utterances contain grammatical mistakes and as a result of excluding form focused instruction, the learners' output lacks accuracy. So some scholars argue that form focused instruction and communicative activities should be combined. If students learn from context by combining grammar in CLT they pay more attention to target forms and this results in successful language learning.

### **Data Analysis**

Data was collected regarding the role of grammar in CLT in various circumstances. The study from the below given Data shows how grammar plays a vital role in CLT. Audio clippings of Pair works were given as Data. A telephonic conversation (Audioclip1) and a meeting of two friends after holidays (Audioclip2) were given as samples. Differences between two clippings show the progress of students after learning grammar separately in classroom. Mistakes and inhibition of students are evident in first audio clipping whereas in the second we can find much progress.

[Audioclip1.m4a](#)

[Audioclip2.m4a](#)

### **Proof that Shows that Grammar is Not Necessary in CLT**

- In spoken English classes held for some High school students, Communicative Language Teaching approach was followed and considerable progress in the students' spoken English was observed. No grammar rules were taught to them during the two-month course and they started speaking the language (English) in a better way than they were speaking earlier. The drawback of the result is that fluency and confident usage of language was obtained but it lacked accuracy of grammar usage.
- A newcomer to a state (let it be Tamilnadu) who does not know a single word in that state's regional language (Tamil) learns the language within a few months and communicates fairly well. The accuracy of the native speaker cannot be expected from

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this person and the language may be acquired after some rigorous practice of language usage. He/she learns the language not by learning grammar but by communicating with other native speakers which is equal to the CLT class tasks.

### **Proofs that Show Grammar is Necessary in CLT**

- Students' conversation when tested in CLT classroom without teaching grammatical rules shows that they speak somewhat fluently and their individual performance may depend upon his/her competence, previous exposure to the language and confidence level. However some inaccuracy is seen in their language use. Students utter the sentences only with the aim of completing the given task. These mistakes would have been prevented if he/she has been exposed to grammatical rules. In CLT classrooms, even when mistakes are corrected by the teachers at times, the students will not be able to correct all their mistakes they are likely to commit in future. However, these corrections may save the learner when he/she talks in the classroom but all their mistakes will not be corrected by the teacher in all situations and therefore he/she may become the laughing stock in future when he/she makes the mistakes. If he/she is taught grammatical rules along with the CLT classroom tasks, he/she may be alert and keeping the rules in mind he/she may prevent their mistakes.

### **Conclusion**

Through various studies, it is evident that grammar drills are important in language teaching and learning which, along with communicative activities, enhance their speaking ability. All believe that grammar plays an important role in second language learning. However perceptions regarding grammar instructions in CLT differ from one another. Some believe that teaching grammar explicitly is not helpful for students' Second Language Acquisition (SLA) process, while other teachers disagree with this belief. They indicate that some amount of grammar teaching can be helpful only because it soothes the students' learning anxiety.

The teachers' beliefs about the importance of grammar instruction vary. Their perceptions of an effective way to instruct grammar reflect their beliefs about the importance of grammar teaching. Some teachers think that an effective way to teach grammar is to provide

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students with explicit explanations, examples and activities related to the grammar points. Some teachers clearly express that a communicative way of teaching such as introducing grammar points through examples and activities, as well as using structured input is an effective method for grammar instruction. Thus most teachers who believe that language teaching should include both communicative activities and grammar instruction, practice these ideas in their classes. Some believe that explaining grammar rules to students before asking them to do activities is an effective way to teach a second language. Thus we find the role of Grammar in CLT to be vital and both grammar and CLT can be considered as being interdependent for successful second language learning.

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### Significance of Prescriptive Grammar

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#### Prescriptive versus Descriptive Grammar

The difference between prescriptive grammar and descriptive grammar is a matter of great concern for the young learners of English. Generally, various rules in grammar usually make a few learners of English consider that English is their *bête noire*. This initial obstacle in school leads to tangible inaccuracy in the use of English language. As ‘Well beginning is half done’, the focus in the teaching of grammar has to be on acquiring comprehension of the dichotomy between prescriptive grammar and descriptive grammar.

Prescriptive grammar refers to the actual rules laid down for the users of language by the grammarians. It results in one’s accurate use of language. As stated in the book “Introduction to the Grammar of English” by Rodney Huddleston, “Prescriptive grammar aims to tell its readers

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what grammatical rules they should follow: Descriptive grammar aims to present the grammar that underlies the actual usage of speakers of the language.” (P.47) Descriptive grammar deals with the actual utterances of the language by the native speakers of language. The supporters of prescriptive grammar consider the following sentence correct: “My friend is taller than I am”. On the contrary, instead of the above stated example, the supporters of descriptive grammar usually convey the similar idea through the sentence: “My friend is taller than me” This kind of tangible dichotomy between prescriptive grammar and descriptive grammar may impede the spontaneous learning of grammar.

### **Preference for Prescriptive Grammar**

In such a scenario, the teachers should clearly make the students understand that it is advisable to follow prescriptive grammar since there is perspicuous proof for every correct utterance linked with prescriptive grammar usage. The descriptive grammar may have more variation. Teaching examples of descriptive grammar may be a penelope’s web, since there may be more variations in descriptive grammar. But teaching examples of prescriptive grammar can be within the learning limit, since the learners of English are supposed to adhere to the grammatical rules in British English. So, the teachers who teach English either in school or college should focus their attention on prescriptive grammar to make the teaching –learning process perfect and interesting. The following practical ideas may be followed for the successful teaching of grammar.

### **Motivating Statements**

Like in the teaching of any part of language, the teachers who want to teach grammar should initiate their teaching with the motivating statements like ‘English grammar can be easily fathomed.’ After teaching any concept very clearly with many examples, the teacher should check how far the students have understood. Here, one novel way of evaluating the students is that the students may be asked to write rules themselves after they are taught. When the students are elevated to the level of writing the grammar rules from their excellent understanding, their joy usually knows no bounds. Once, I conducted a chart preparation competition as a follow-up activity to evaluate primarily the students’ understanding of my teaching content and secondarily the students’ creativity. This venture resulted in unexpected positive response from every student.

### **Exactness of Expressions**

Whenever grammar teaching is followed, the teacher may give paramount importance to the exactness in the expression of views. Some scholars are of the view that the focus on accuracy inhibits the spontaneity of expression. Allowing the students to use incorrect English

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right from the beginning of their learning attempt may be continued to justify the adage: “Old habits die hard”. This catch 22 section of the teachers of English has been rightly observed in <http://bathrubber.hubpages.com/hub/ESL-coachingtechniques-error-correction>

“There is a fine balance needed to maintain lesson flow and develop student’s confidence. It is easy to tip this balance and the results are disastrous for your students. Over correction will result in students losing confidence and then always speaking hesitantly under correction will result in students developing bad habits & not learning proper grammar, forms, usage.”

So, the teachers should involve in a balancing act. The students may be asked to express spontaneously whatever they feel. If there is any solecism on the student’s utterances, the teacher may correct the errors without hurting the student’s psyche.

### **Some Novel Ideas**

The following novel ideas may be followed to maintain accuracy in the students’ use of language.

1. Collecting various readymade erroneous sentences.
2. Categorising the sentences into various categories of errors like tautological, generalization, concord and so on.
3. Asking the students to write a few sentences with their equivalent mother tongue.
4. Collecting them and discussing the errors in the sentences without telling the name of the students who have committed the mistake.

As school is the place where the foundation of any concept in learning has to be laid, it is important to provide solid foundation to the young learners in schools. For the solid foundation, the teacher should think out of the box to arrive at many novel ways of teaching grammar.

### **An Example**

The following novel method of teaching has been followed successfully.

Mandatory doubt clarification system has been proved beneficial in the teaching-learning process of grammar or any element of English. According to the system, the name of all the students should be written on the separate piece of paper. As soon as the teacher enters the class, the teacher may take two or three pieces of papers and ask the students to express their doubts in English grammar. The doubts may be related to any level.

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The advantage of this system is that the students may cultivate the habit of learning at least a grammatical rule themselves at home and of learning a few grammatical rules in school. The students may be apprised of receiving any lucrative prize for their unanswerable grammar doubt from the teacher. To create more curiosity, the teacher may deliberately not answer any question and award a student. The advantage of this system is that it offers a challenging as well as exciting learning atmosphere both for the students and the teacher.

To make this system more memorable, the teacher should acquire complete knowledge of English grammar. The teachers who are extremely knowledgeable can find this system more interesting. Besides, the teacher who wants to be more knowledgeable with more broad minded inquisitiveness can adopt the system. The important reason to focus on the prescriptive grammar is that there is an indelible proof for every utterance. The students may not ponder over whether they use correct English or not.

Grammar teaching can be made fun through a few innovative thoughts like teaching English grammar through newspapers, camps, cricket and a novel organization. Instead of cursing the darkness, lighting the candle should be prioritized. It is apposite to end the article with a positive thought: Where there is will, there is a way.

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### Technology and the 21<sup>st</sup> Century Grammar Teaching

Shafeeq C.P., M.A., M.Ed.

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#### Computers in Language Teaching

Computers have caused significant variation to every aspect of education. Learning English as a foreign/second language has also changed a lot due to the development in Computer-Assisted Language Learning (CALL). Many innovations of the digital revolution have influenced the way educators try to teach language. CALL in English language teaching scenario has found its place as a facilitative device and research has suggested that integration of technology can facilitate learning processes (Warschauer&Healey, 1998).

#### CALL's Success Story

It is also found that CALL has proved to be advantageous in language teaching (Nutta, 1998; Wang & Beasley, 2002). It is significant to note that the developments in technology could meet the challenge posed by the paradigm shifts in language education. Though started as a mode

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of programmed learning of behaviourist approach, CALL applications of the present day can meet the requirements of the 21<sup>st</sup> century integrative language teaching.

### **Self-access Facility**

One of the conventional rationales for the computer in language learning is the justification that it offers a powerful self-access facility. It can easily generate learner-centered, self-pacing activity. As in other programmed learning packages, CALL can change the proportion of learning from teacher-led to learner-controlled activity. The role of teacher is more of a facilitator of learning situations. Autonomy is fostered by CALL in different ways. By using the computer for the presentation, explanation, and application of grammatical structures, more classroom time could be dedicated to real communication that focuses on expressing meaning and using appropriate grammatical structures to express that meaning. It is possible for CALL to provide rich input in the form of integrated multimedia programs and to provide explicit grammar explanations that can be reviewed after a while when needed (Ewing, 2000).

### **CALL and Grammar Teaching History**

The possibility of using computers in the teaching of grammar has been an important discussion in CALL. Traditionally, computers were considered a good fit for grammar instruction (Levy, 1997; Levy & Stockwell, 2006).

### **Initial Use of Computers for Language Teaching**

Initially, computers were used for teaching languages through grammar translation method. Among the first and most significant applications for the teaching and learning of language at the computer were those used on the Programmed Logic/Learning for Automated Teaching Operations (PLATO) system, developed in 1959 by the University of Illinois. PLATO's computer and its programming language were custom-designed for the purpose of teaching language, as well as a range of other university-wide disciplines. Much of PLATO's first language learning work was done in teaching Russian using grammar translation method, which dominated foreign language teaching from the 1840s to the 1940s. Russian language teaching and learning included grammar explanations, vocabulary drills and other drills and translation tests. Thus, the earliest language learning programmes were strictly linear, requiring each learner to follow the same steps in the same fashion with rewards in the form of points and advancement for correct answers.

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## Cognitive Model of Language Learning through CALL

In reaction to the criticism that CALL was limited to mechanical drills and lacked the ability to give learners essential feedback, the early 1990s was characterized by a model that used the computer as stimulus. Here, software followed cognitive model of language learning that aimed to stimulate students' motivation, critical thinking, creativity, and analytical skills rather than merely the achievement of correct answer or the passive comprehension of meaning. A related learning model was the use of computer as a tool providing the means for students to become active learners (Levy, 1997). Software in this category, such as word processor, spelling and grammar checkers, desktop publishing programmes, and concordancers did not supply language-learning activities, but facilitated the students' understanding and manipulation of the target language.

### Three Stages

CALL can be divided into three main stages: structural CALL, communicative CALL, and integrative CALL (Warschauer, 2004). Each stage corresponds to technological and pedagogical theories. The history of CALL could go along with the paradigm shifts in language teaching (See Table 1).

**TABLE 1**

The Three Stages of CALL

<i>Stage</i>	<i>1970s-1980s: Structural CALL</i>	<i>1980s-1990s: Communicative CALL</i>	<i>21<sup>st</sup> Century: Integrative CALL</i>
Technology	Mainframe	PCs	Multimedia and the Internet
English teaching paradigm	Grammar translation and audio-lingual	Communicative language teaching	Content based, English for Specific Purposes
View of language	Structural (a formal structural system)	Cognitive (a mentally constructed system)	Sociocognitive (developed in social interaction)
Principal use of computer	Drill and practice	Communicative exercises	Authentic discourse
Principle objective	Accuracy	Fluency	Agency

*Note. Based on Warschauer (2004)*

## **21<sup>st</sup> Century Grammar Teaching and Learning**

It is found that interactive multimedia and web-based instruction of the digital age have generated positive contributions in the teaching and learning of grammar. CALL based activities offer enriched incorporated multimedia grammar contents with clarifications on grammar structures which are accessible to the learners on their own time and space (Baturay et al., 2010). Likewise, computer exercises also facilitate the understanding of complicated concepts in grammar. In addition, current online practice activities allow several tries and shots of answers with instant feedback. These assist the formation and testing of hypotheses about grammatical structures, which is a vital element in the process of learning the grammar of any language. This, consequently, enhances students' ability to notice certain grammatical items in the presented contexts (Sagarra & Zapata, 2008). Noticing items in a language enables learners to construct a relationship between the meanings and the forms of these language items, resulting in learning the grammatical forms (Hedge, 2000). Also, most online activities are capable of making students more involved and engaged in their learning of grammar (Sagarra & Zapata, 2008). This allows students to practice a variety of grammatical items and language features presented to them in interactive activities.

## **Conclusion**

The use of computer is fast developing in language learning. Language educationists have been integrating the use of computer in teaching. Educational software is creatively developed to help teaching and learning of English. However, there are many factors that contribute to the effectiveness of the use of computer in language teaching, for instance, the content, the quality of the design, the interactivity, the skills of the teachers as well as of the students and the language acquisition theory integrated with computer-based teaching and learning. It is best to remember that computer is not a substitution for teachers but rather it is an enabler to help both teachers and students have more opportunities to experience various innovative methods in teaching and learning. Practicing websites' activities and getting immediate feedback push students to think about their answers and lead to a better understanding of grammar rules. It can be concluded that students' abilities to form and test hypotheses is facilitated by the use of technology. This can also

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engage students to learn grammar as well as provide them with interactive practice activities and feedbacks.

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## Grammar and Grammar Teaching: Changing Perspectives Volume 2

**Editor**  
**Dr. Vathana Fenn**

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### Grammar and Literary Style in Shashi Deshpande's Novels

**M. Sakthi Radha and Dr. S. Parvin Banu**

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#### Importance of Style

In fiction, style occupies a prominent position in expressing the views of author in an attractive way. Among plot, character, theme and setting, style is taken to be one of the inherent constituents of fiction. Each writer has his/her own unique style of writing which shows the verbal identity of the writer. Literary style consists of elements like sentence structure, pace, expansive diction, vocabulary, figure of speech, use of dialogue, point of view, character development, tone, use of words (word sound), paragraph/ chapter structure, time sequencing/ chronology, allusion, experimentation in language and meta-fictional techniques.

#### Shashi Deshpande and Her Feminist Views

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Grammar and Literary Style in Shashi Deshpande's Novels

Shashi Deshpande, a spirited Indian woman writer, utters her feministic views in an excellent way with her distinguished literary style. Her novels are of simple and clear language showing her pleasant literary style that induces the readers to read her novels. She has portrayed women's issues realistically in her novels. Her success lies in her representation of real life experience in a simple and pragmatic way. This paper deals with the use of Grammar and Literary style in the novels of Shashi Deshpande.

### **Place of Grammar in Writing**

Grammar is the backbone of every part of writing. Literary style in literature is an intellectual element that depicts the ways the author uses words. It really means the way of the author writes her pieces. Literary style contains elements such as sentence structure, pace, expansive diction, vocabulary, figure of speech, use of dialogue, point of view, character development, tone, use of words, paragraph/chapter structure, time sequencing/chronology, allusion, experimentation in language and metafictional techniques. Every author has a unique style of writing.

### **Shashi Deshpande's Style**

Shashi Deshpande utters her feministic views in an excellent way with her distinguished literary style. Her unique literary style can be seen in her works like "That Long Silence", "Small Remedies", "A Matter of Time", "The Dark Holds No Terror", "Roots and Shadows" and so on. Her simple style can be noticed in her words which recounts the influences in her life. She says:

"There are three things in my early life that have shaped me as a writer. These are that my father was a writer that I was educated exclusively in English and I was born a female."(1996:107)

### **Selected Perennial Themes**

Deshpande's novels deal with certain perennial themes such as quest for self-identity, man-woman relationship, experience of educated and rural family woman and the image of woman. Her narrative structure is embodied in several strands, using memory, experience and so on. Her stories are about women's struggle in their day-to-day life.

### **Sentence Structure**

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In Shashi Deshpande's novels, the sentence structure consists of long and also short sentences. Sometimes, instead of full and long sentences, Deshpande uses elliptical and minimal words. This type of sentence structure is shown in her novel "Small Remedies" and such words are uttered by one of her characters Munni.

"You don't know anything. He's different outside the house. When there are people around he pretends. But at home....." (Small Remedies: 65)

Though it is incomplete, the sentence can be understood by Madhu, the protagonist of the novel who is listening to her. The order of words which Deshpande uses in her novels is straightforward and is easy to understand; she uses simple words in a pragmatic way. Her view towards a child's birth is shown through her character Madhu who gives a realistic way of expression of straight forward word order in the novel.

"A child's birth is a rebirth for a woman; it's like becoming part of the world once again". (Small Remedies: 88)

### **Different Generations, Different Styles**

Shashi Deshpande's novels focus on the atmosphere of her women characters in which they are living. Most of her women characters belong to male-dominated society and are searching for their own identity in their society. Her novels focus on the plot movement by telling the story of women belonging to different generations through the protagonist of her novels. The plot moves from one story to another by expressing the sufferings of different generation of women in their own way and finds remedy to overcome their struggle in the male-dominated society. In this way Madhu in "Small Remedies" explains the story of Savitribai, Leela and Munni.

### **Spontaneity in Style and Creativity**

Shashi Deshpande is an efficient writer and presents her views in a prolific literary style. She is well-known for her spontaneity in creative writing. She has portrayed the new Indian woman and her dilemmas, her efforts to understand herself and to preserve her identity as wife, mother and above all as a human being in the traditional-bound, male-dominated society. The expression of strong point about her novel is her delineation of the woman's inner world. Deshpande's protagonists are women struggling to find their own voice and are

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continuously in search of them; ‘But they become fluid, with no shape, no form of their own. (Roots and Shadows: 15)

### **Jaya in *That Long Silence***

Jaya, in “That Long Silence”, undertakes an unavailing search for her ‘self’. The real picture, the real ‘you’ never emerges. “Looking for it is as bewildering as trying to know how you really look. Ten different mirrors show you ten different faces.”(That long silence: 1)

These words show her use of metaphors and similes in her fictions and each character plays significant role in different aspects. Jaya, who is the protagonist of this novel, offers us a glimpse into the lives of apparently content housewives who are nevertheless suppressed under the weight of male dominance. Her major concern as a woman writer is about women’s struggle to find and preserve their identity as wife, mother and apart from that as human being in the contemporary Indian society. Deshpande has expressed all these views in simple and colloquial way.

### **Simple and Realistic Way**

Deshpande is accomplished with a remarkable literary mind. She has exclusively matured exposures in life and readings. She has experienced her thought by expressing her views on writing in a simple and realistic way as follows:

“I realize that I write what I write because I have to, because it is within me. It’s one point of view, a world from within the woman, and that I think is my contribution to Indian writing.” (Ibid: 761)

### **Dialogue as Substitutes for Narration**

Deshpande’s dialogue acts as substitutes for narration. She is honestly concerned with expressing herself in English with proper grammatical structure as clearly and effectively as possible. Once in an interview entitle ‘Everyone Has a Right to Choose a Language’, Deshpande tells Stanley Carvalho that:

“When I write narrative, I think in English; when I write dialogue I think in Kannada or Marathi, which are my languages”. (Ibid).

### **Modelling after Mother Tongue**

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Shashi mostly thinks of dialogue in her mother tongue with which she is more familiar. Sometimes, the dialogues in her novels look like translation from Kannada, Marathi or Hindi, but her narrative is generally free from Indian coinage. Analysing this words, she has incorporated:

“In our middle-class families, most of us converse in English but automatically switch over to our mother tongue when we speak to our elders, relatives and so on. I do not use Indianisms to make my writing look Indian” she said. “I never try to make India look exotic either. “(Eve’s weekly, 18-24 June 1988: 28)

### **Style and Development of Character**

Development of character is a prominent one among the elements in literary style. Shashi Deshpande, a leading women writer in English, has tried to bring out a naturalistic picture of the middle-class educated women who are financially independent and represent a large part of the contemporary Indian society. Her novels deal with the problems of the adjustments and conflicts in the mind of female protagonists, who belong to the traditional rules. The characters in her novels are free from their fear and guilt. In addition, they feel free from the restrictions imposed on them by their society, culture and nature.

Deshpande’s first full-length novel “Roots and Shadows” highlights the agony and suffocation experienced by the protagonist Hindu, a middle-class young girl brought up in an Orthodox Brahmin family, in a male-dominated society. Saru in “The Dark Holds No Terrors” has childhood scars. Denied of parental love and a victim of her husband’s frustration, Saru undergoes a rigorous journey into her and liberates herself from guilt, shame and frustration to get full control over her life. Jaya in “That Long Silence” represents the modern young women educated and they are unable to break free from the strange hold of tradition.

“Small Remedies” revolves around the four women characters, Madhu, Savitribai, Leela and Hasina, who learn to know themselves and in the company of female folks, they achieve their social as well as spiritual identities. This novel is about the ‘making’ of writer, singer and a social worker.

Deshpande’s novel “A Matter of Time” deals with the theme of the quest for a female identity. It explains the complexities of man-woman relationship especially in the context of

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marriage. Sumi is the central figure of this novel who dies just as she is about to begin a new life.

Shashi Deshpande's heroines decline rituals that are traces of the past. All her women characters revolve around the same concept of search for their self-identity. They, in order to achieve their freedom, seek marriage as an alternative to the bondage created by the parental family. Deshpande brings out the struggle of these women to give shape and content to their individual survival in a sexist society which ends in compromise. All the characters, finally, accept that there is selfhood in being a wife, a sister, a mother and a career woman. Consequently, one can be true to oneself.

### **Stereotypes**

Deshpande's characters are stereotypes. They aim to induce the readers into leading a peaceful life for themselves in a sophisticated manner. They motivate the younger generation to have a self-identity for their own in the society in which they are living. Deshpande's main motive is to make women realize their position and responsibilities as a wife, a daughter, a sister and a mother.

### **Use of Tone**

Tone is another important element in the literary style in which the author's attitude and the mood of the story are known. Shashi Deshpande's main perspective is to achieve the self-discovery of women of different generations (traditions). The author seems wistful throughout her novels. The women characters in her novels are longing for the self-identity in the male-dominated society showing their quest for space and selfhood.

Deshpande's novels are not only wishful but also it gives hope for the women who are suppressed by the male domination in their family. Though they are lovable towards their family and family members, situation leads them to a mournful atmosphere. This tone can be much seen in Deshpande's novel "Small Remedies" in which Madhu, the protagonist of the novel mourns for the death of his only son Aditya. Madha herself says:

"We need to mourn him together; we need to face the fact of his death and our continuing life together. Only in this is healing possible" (Small Remedies: 323)

### **Inner Conflict and Style**

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Even though there is an inner conflict between her and her husband Som, Madhu wants to mourn for her son's death along with her husband. This shows her love for her family, but later she came out of her family and began her career as a writer to get out of her grief.

### **Impact of Native Education on Style**

Deshpande's is totally different from the other Indian Writers because she has not been educated abroad and strongly believes in the Indian culture. She is fully aware of the problems that Indian writers in English face and is of the opinion that they should evolve a language of their own. She has always aimed at the Indian readers and not the western. She is quite famous for her creative use of language.

### **Narrative Technique and Style**

Every author uses different methods of story-telling, but the narrative technique used by an author is of great importance. Shashi Deshpande has used a combination of first person and third person narrative with flashback tools to bestow reliability and believability to the novels. She has expressed her views and her narrative techniques in a chronological way. She has explained every incident in a coherent way and it consists of logical ordering of things happened.

### **Style of Paragraphs and Chapters**

Structure of chapters and paragraphs are considered to be an uncomplicated thing. The paragraphs are conventionally framed; hence it would be easy for the readers to get her concept comprehensively. She has divided her novels into simple units which helps the reader not to feel weary by reading a long or lengthy unit. Deshpande pays much attention to her own way of narrative process. Her thoughts reach the mind of the reader because of her simple and realistic way of expression. Her style of narration, role and her thoughts are mentioned explicitly in all her novels. Thus, the meta-fictional techniques serve as the base for the elements of literary style which makes her work effective.

### **To Conclude**

Deshpande utters her feministic views in an excellent way with her eminent literary style. Thus Shashi Deshpande's novels are of simple and clear language which shows her

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pleasant literary style that induces the readers into reading her novels. She has portrayed women's issues realistically in her novels with effective literary style. Her success lies in her representation of real life experience in a simple and pragmatic way.

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### Performance Variance – An Authentic Challenge While Striving Towards Brilliance

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#### Abstract

In a class room, sometimes languages and dialects bring up issues of possible discrimination due to the perception that some accents are more prestigious than others. In colleges only a few students participate in the classroom activity by interacting with peers and faculty. These activities could be a source of enrichment of knowledge in languages and cultures instead of leading to any discrimination. This paper attempts to analyze the situational influences that build up a student's

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linguistic skill. It thus enunciates the academic and semi-academic performance of students from varied backgrounds.

### **English versus Vernacular Medium Students**

There are students in all classes with English medium and Non-English or Vernacular medium background. Vernacular medium is the medium in which the students learn in their respective regional or native language. Most of the first generation students do not get proper guidance or advice to guide them in the field of education since they may be the first in their family to seek formal education. The Vernacular medium students find it difficult to understand the individual sentences and organizational structure of a piece of writing in English. They are unable to figure out the ideas and perceive inference. They seemed to be reticent in the presence of students from English medium.

### **LSRW – Importance of Reading Skill**

To widen the communication skill in each individual, LSRW – Listening, Speaking, Reading and Writing - is indispensable. In the current circumstances, the professionals indeed need efficient and convincing communication skill. To develop speaking and writing which are productive skills, the receptive skills like listening and reading are also important. Only when the students start reading, they will be familiar with vocabulary and it will help the reader to acquire new words and phrases that they come across in every day conversations. Several simple and technical words the students come across in their subjects will be new to the Vernacular medium students unless they nurture the habit of reading. So, in this paper, it is emphasized that enhancing the reading skill in these Vernacular medium and first generation students are important in order to develop good communication.

### **1. Introduction**

There is demand made on the individuals to demonstrate their best and highest potential usually during formal education. Perhaps, this in itself calls for a need/situation-based learning. It is here the need for a regular learning habit gains emphasis as this doesn't have any time limit. The

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process of learning can be categorized as learning from lectures and discussions, visual learning, learning from books, e-learning, and learning via experience. One common aspect that is inherent in all these, directly or indirectly, is the habit of reading. It can be even stated that Reading Habit is the backbone of knowledge development.

## **2. Reading – A Skill Improvement**

For Children to become skilled readers (Neuman & Celano, 2006) they will also need to develop a rich conceptual knowledge base and verbal reasoning abilities to understand messages conveyed through print. Reading skill is usually developed in second language acquisition like English using the following categories.

1. By creating supportive environment.
2. Discussing the textual inferences with friends and family members.
3. Surfing available resources to realize the true concept.
4. Understanding the benefits to cultivate a constructive habit.
5. Prescription of books with simple narrations.
6. Periodic project works on topics of interest of the students.

Obviously, the communication skill is considered to be a very important skill for an individual to succeed in life and reading is the best way to improve the command over a language, especially all students, both from English-medium and vernacular medium classes as well as slow learners. The final outcome will be better achieved if we use effective ways to learn and master the essentials of language for effective communication.

## **3. Objective of the Study**

This paper aims at examining the predicaments second language learners face while trying to acquire reading skill. Some selected students were used to collect data.

## **4. Measures of the Research**

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#### 4.1. Process

A diagnostic study was done to examine the capabilities of the students by exposing a group of students to face several levels of checking modules such as reading comprehension, interpretation or trans-coding of a graphic and reviewing the given material. The results were analyzed based on certain materials given to the students to check out their personal interests, to review their reading and pictorial comprehension skills and also to evaluate the general reading capabilities.

#### 4.2. Area of Study and Selection of Students

For the present study, the area from which the samples were drawn consists of the students from the first year engineering degree class who have had their studies either in English or Non-English medium schools in and outside Tamilnadu. 650 students were selected for this test. 237 were boys and 413 were girls.

On the basis of the Geographical division of the area of study, the variables considered were Rural and Urban (City). On the basis of the medium of instruction, the variables were further divided into two categories such as Government and Private Institutions. In the considered sample, 218 students obtained their higher secondary education through government schools and 432 students through private schools. The analysis was also made based on different strategies such as their family background, residing place, paternal and maternal educational qualifications, personal interests, medium of schooling, inclination towards reading, general knowledge regarding current affairs and capacity for understanding.

As a first step, these students were asked to fill up some general questions pertaining to their interests and general ability. On getting formally into the analytic session, the students were asked to answer the questions for a reading comprehension, mainly concentrating on exhibiting their core comprehension standards. This is considered to be **academics**. Secondly, a paragraph on a general topic was given and the students were instructed to depict a pictorial representation of the content. It did not focus on academics or any general category. The activity was knowledge-based that was grouped into the category of **semi-academics**. Thirdly, an article was given from a reputed

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newspaper *The Hindu* and the students were made to express their review with a write up on it. It is termed as **General Reading**.

By evaluating their answers and their basic self-information, several conclusions were drawn.

All these formulations were carried out in a direct way to derive a conclusion correlating the individual traits and performance. Some data showed that one scenario contradicted another, but still efforts were made to record and analyze the variations and the diversity among the students' levels.

**Table: 1 Gender-based Analysis of Reading Habit**

S. No	Gender	Total	Reading	Playing	Reading Habit
1	Male	237	48	189	20.25%
2	Female	413	172	241	41.64%

An analysis based on Gender was done. Out of 650 students, 237 are boys and 413 are girls. Here 41.64 % of the girls were interested in reading whereas only 20.25 % of the boys were interested in reading. The decline in interest in boys may be a result of socializing among other boys in the college.

**Table: 2 Percentage of Students who scored above 70%**

S. No	Content	% of Students with Reading interest	% of Students with interest in sports.
1	Academics	15 %	2.4 %
2	Semi Academics	70 %	46 %
3	General Reading	10 %	7 %

When a comparison was made between the students with reading interests with the students who have interest in sports, it is noted that the students with reading as pastime excel in their reading skill more than the students who have greater interest in sports.

## 5. Observations

As far as the students' pastime of reading and sports is concerned, the following points have been observed.

1. Government schools in the city support reading habit better than the schools in the rural area. The girl students display more interest on reading rather than the boy students since the girls are trained to remain at home and not generally allowed to go out often. Girls have more time for activities like reading, writing, viewing and so on, whereas boys are provided with more freedom to move out and hence they find themselves with less time to engage themselves with activities like reading.
2. Performance of students from private schools or by English medium students is better when compared to the performance of Government school or non-English medium school students because the private institutions are forced to prove their quality of education to capture market share which depends on the success rate of their students whereas Government institutions do not have to compete to ensure enrollment of students as done by the private institutions.
3. Students who move from Vernacular medium to English in higher classes find it extremely difficult to adjust. English, as a medium of education, seems to have become a necessity for all including those from the first-generation learner group. English medium is in demand among all economic and social classes. Because of this factor, the parents, who themselves had no access to English education; now want their wards to study in English-medium schools.
4. Students of English medium education have more exposure to English than non-English medium students. English medium students are able to infer knowledge because of more usage and utilization of English in their classes since all the subjects except their regional

- language subject are taught through English, whereas the non-English medium students study the entire subject except English in regional language. This makes English reading and understanding more effective in English medium students in relation to the non-English medium students.
5. Performance of the students whose parents have a college degree is better because the parents possess some basic awareness on the process of learning and they choose the right platform for learning. The parents with a college degree are able to analyze their children's field of interest and encourage and equip them with resources to nurture their interest whereas the parents who do not have a college degree depend on third party information which would not be that effective in making a right decision for their kids.
  6. Both educated and uneducated parents motivate their children. The effective motivation is found to be provided by the parents with education since they are able to understand their kid's emotional and mental situation and encourage them via right channel. The uneducated parents motivate their kids but often without direction or without knowing the nuances.
  7. Students with reading as pastime excelled more in their comprehension than the students with sports as pastime. This is because of higher level of exposure towards reading process. Students whose pastime is reading are exposed to more vocabulary and hence there is continuous learning, unlike students who are interested in sports. It can be stated that the continuous learning aided by book reading is the key ingredient for the better performance rate by the students who are interested in reading.
  8. Students who read novels in English are found to have better success rate in the tests than the students who are keen in reading magazines and newspapers. This is because, a novel is chosen out of interest and the entire book will be moving in and around the core field which ensures that the students stick with the book completely. Hence the students who read novels have a better exposure to vocabulary and usage compared to students who are interested in reading magazines and newspapers.

However it may be pointed out that the interests and the circumstances in which a student is nurtured may vary from one student to another which directly may impact a student's performance. In order to become proficient in their second language, young children will need to acquire familiarity with the phonology to the second language, its vocabulary (typical everyday discourse as well as academic vocabulary), its morphology and grammar (Geva, 2006). Further, to become literate in a second language, it is important to have an adequate level of oral proficiency in that language (Bialystock, 2007).

## **6. Scope for Future Research**

### **6.1. Suggested Activities for Improvement**

Based on the analysis and findings, students can be grouped according to the level and a suitable methodology may be introduced to suit the needs of groups. The following are some of the suggested activities that may be followed to improve their reading skill.

### **6.2. One-on-One Groups**

Numerous study groups can be created with the combination of a student with adequate English and reading skill and a student without adequate English and reading skill. We may allot time to develop and nurture the skill set through interactive games and activities within the group.

### **6.3. Extempore**

Preparing on a topic of interest by students without good English skills and presenting it to a heterogeneous group.

### **6.4. Translated Books**

The students will be provided with an original version of English and also its translated version. Then they will be given practical exercises like reading a chapter and relating the two versions of the same book.

## 6.5. Skill Club

We may create groups according to their skill in language usage and conducting competitions and recognizing of their development.

## 6.6. Speech

Motivational speech by the experts who have succeeded in life and career even though they had a non-English medium background will be a great asset.

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Performance Variance – An Authentic Challenge While Striving Towards Brilliance

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## Grammar and Grammar Teaching: Changing Perspectives Volume 2

**Editor**  
**Dr. Vathana Fenn**

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### Creating a Grammar Friendly Classroom through Technology

**Ms. S. Sugapriya, M.A., M.Phil.**

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#### Abstract

Media keep us informed about what is happening in the world. They extend our knowledge and deepen our understanding. Nowadays information is abundant and it comes through different sources. This paper talks about how a teacher can properly integrate technology and effectively use this technology for communication. Media promotes students' grammar indirectly by various means.

#### Important Role of Media in Language Learning

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Nowadays, we are living in a period of rapid technological changes in mass communications. Through Internet, we are now able to access thousands of newspapers and magazines worldwide. Internet has increasingly become a major source of newspapers and magazines for language teachers; just find the web site and click. But we should be very careful while choosing suitable newspaper materials for the students.

Media today has an enormous impact upon students. They have become so important that it has become impossible to live without them. Students wake up most mornings with some music in the background or play a tape to keep their day happier. Someone may run to the PC or laptop to check the mail or the news. On the way to work one may grab a newspaper and have a look at the headlines, visit a library or consult books and magazines. At home, we may watch the television for a while. Each of these experiences puts us in contact with a medium, or channel of communication.

Radio, books, records, tapes, newspapers, magazines, movies, television, on-line media, and new media comprise mass media. They reach out to many people at the same time. Nowadays, mobile phone plays a vital role in the lives of the students. The word games enrich them with vocabulary and grammar exercises indirectly.

### **Teachers and Students Should Use Mass Media for Language Learning-Teaching**

In the years to come, media will become more pervasive. As mentioned above, everyday, everyone is affected by the Mass Media in some way or another. The collective effects on society by the media are tremendous; despite the criticism of the mass media, most thoughtful persons agree that mass media do a superior job in reporting the news and informing the public. It's our task as teachers to help students and pupils understand this information and transmit it to the upcoming generations and try to use it for education purposes. Mass media provide students with a lot of language practice through activities using newspapers, magazines, radio, TV, movies, books, Internet, etc, and tasks which develop reading, writing, speaking and listening skills. They also provide students with lots of inside and outside classroom activities, promote extensive reading by giving students the confidence and ability to continue their reading outside the classroom and above all they enhance motivation. Media keep us informed about what is

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happening in the world. They extend our knowledge and deepen our understanding. Nowadays information is abundant and it comes through different sources. We should try to benefit from this information, by learning about specific issues, becoming aware of problems, opportunities and resources, finding issues we are interested in, identifying the issues that have some impact on us, etc.

### **Newspapers and Language Learning**

Newspapers report real-life events, and this arouses the students' curiosity. Newspaper-based activities in the classroom may engage the interest of the students and encourage their further reading. Newspapers are an invaluable source of authentic material for teaching Grammar. The more students read, the more they want to explore. There are several ways of making newspaper materials usable for the various levels of students, by selecting interesting newspapers and the students will be interested in reading them without skipping some difficult expressions.

- Give the students the materials before the lesson; ask them to look for vocabulary at home
- Explain any key vocabulary in the materials
- Summarize the newspaper item
- Ask the students to brainstorm what they know about the newspaper item
- Tell the students the headline and show any accompanying photograph
- Before reading, write on the board and explain the key vocabulary
- Ask the students to predict the story-line
- Allow your students to use a dictionary during the activity
- Encourage your students to go for the overall meaning of a text, rather than understanding every word.
- Encourage your students to bring to their reading their own world knowledge
- Try to help the students in understanding the *grammatical complexity of the text*, facilitate to assimilate the density of the information, guess the low-frequency vocabulary, etc. for example the first paragraph of THE HINDU never ends with simple

sentences. The first line will compile the whole message in it; a teacher can help them to make that as separate sentences to teach Grammar.

### **Newspaper Activities**

The newspaper *activities* might be a lot interesting and multidimensional. They might be about the headlines, headline combinations, articles, categorizing articles, news flash, putting it back together, exchanging the news, ranking articles, press conference, filling in the gaps, news in brief, photographs, predicting photographs, famous faces, photo stories, moving pictures, putting the picture in the story, advertisements, classifying adds, role-plays ads, job interviews, horoscopes, problem page letters, TV guides, cartoons and strip cartoons, acting out cartoons, strip cartoon stories, weather forecast, predicting the weather, matching weather forecasts, newspaper reading corner, find someone who... special interest groups, newspaper puzzles, crosswords, and many others.

### **New Role for Teachers**

Today the role of the teacher has changed a lot. Traditionally a teacher's job had been "to fill" the minds of students with "true" knowledge. The teacher was the only authority who gave information. Students were supposed to give their knowledge back to the teacher through retelling and reporting. But today the teachers should be aware of their new role and responsibilities that high technology requires from them. Today students are supposed to conceptualize ideas, work as part of a collaborative team, solve problems, and take action. In today's world, the teacher must go beyond knowledge transmission. The change of the role of the teacher is conditional by the development and implementation of new technology in the classroom. Once the computers have been found the classroom environment should be changed. This brings another dimension to the role of the teacher, that of a facilitator and a manager. The classroom becomes a multidimensional environment. It is difficult for the teachers to manage this multidimensional environment. It is essential for them to make the students able to use the computer and at the same time deal with other activities such as researching for information from books and magazines, collecting data from observations, gathering information from a videotape, or conducting an experiment, etc. etc. This type of environment is student-centered, very active

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and requires careful planning and cooperation from the students. The students should not only be able to use computers but also manage the extra resources required by technology as well.

The Time has come that Internet be considered as a tool to promote learning. The success of this tool will depend on students' and teachers' ability to not only examine and make sense of the information they encounter, but also to evaluate this information. We all know that nowadays a teacher is no more the only source of information. Among other roles, the teacher today is a kind of a 'conductor' of the orchestra, where musicians (students) are different and play (learn) differently (Lawrence Tomei, 2002). Media being multi-dimensional realize this mission successfully and differently.

### **Use of Multimedia**

Multimedia helps us teachers make teaching and learning visual (easy for visual learners). A picture not only tells a thousand words but it also helps students improve their thinking and observation skills, promotes imagination, etc. Playing the video with or without the subtitles enhances visual learners. Radio (playing the audio) helps auditory learners learn better. Listening to the tape and then having the script is a clear combination that helps visual and auditory learners. By using various kinds of Media in the classroom we can enhance students' understanding and promote it where necessary. The use of audio and video with student teachers is crucial also in giving feedback and training, in Reflective Teaching, in analyzing and synthesizing, in tracking students' progress over time, in editing certain options, in testing, in peer coaching, etc.

Media can help with many issues such as: motivation, clarity, recycling, drafting, revising, editing, variety, mixed-ability classes, updating information in the textbook, giving life and color to classroom procedures and methods, thus at the same time helping the students improve accuracy and fluency. There are a lot of issues that can or cannot be solved by media. Internet has three main educational uses. It serves as a source of information, a place for collaboration, and a place to learn and publish. Some years ago it was thought that the computers would substitute the teachers but it did not work. Learning and teaching through computers is an alternative approach that stresses the student's use of computers to solve real-world problems while learning. But however sophisticated it might be, teachers will never be replaced.

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## **Music in Aid of Language Learning**

Music is another way to help students learn a language and get grammatical rules indirectly into their heads. Traditionally, teaching was done by rote learning. Nowadays, this method is seen by many as simply being somewhat rigid and old fashioned. In certain cases it does work, but there are much easier ways. Finding a song which has simple tenses in it in order to help the class absorb it easier is pretty simple. In fact, this has frequently been proved to be a better method by which students can understand how grammar works. If you have access to the Internet, then it might be possible to put YouTube on and click the song. Make printouts of the lyrics, and hand them around to the students. If the students happen to be studying for an examination which requires grammatical analysis, then it might be a good idea to test them. Play a few lines of a song, and quiz them on what tenses are being used in it. This can often produce some very good results.

## **The Internet**

The Internet has become an almost invaluable means of communication today. Rather than calling on the telephone, one can speak face-to-face with people who are on the other side of the world. As a result, the world of online teaching has also been opened up to people. Learning time does not necessarily have to be restricted to the classroom. Skype, You Tube and other websites offer video hosting which help students and teachers with abundance of material to work with. However, one needs to be sure of how to properly integrate it and effectively use this technology for communication.

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## Grammar and Grammar Teaching: Changing Perspectives Volume 2

**Editor**  
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### Examining the Effects of Using Two Different Strategies for the Learning Process of Vocabulary and Its Retention Level

**Mrs. R. Suraj Begum and Dr. K. Brindha**

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#### Abstract

English serves as a link language among people of different regions with different mother-tongues and backgrounds. It is always accepted as an asset in the form of national and international language representing educational and economic progress. Various teachers have expressed their view about the language, its acquisition, methodology, its importance and its use. The fact that individuals differ in their vocabulary knowledge may result in successful and unsuccessful communication skills. “Researchers in L2 vocabulary acquisition and use may agree that L2 vocabulary knowledge is essential in L2 text comprehension” (Laufer, 1997).

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## **Importance of Vocabulary**

“Vocabulary is an essential element of communication” (Lubliner et al., 2008). Vocabulary is a vital part of lingual expression. Enhancing the word power is sought after by students and professionals alike as it lends fluidity to words and conveys the most appropriate idea that is in one’s mind. “It is widely circulated that the English language has the largest vocabulary of any language, but this claim is difficult to formulate precisely, and essentially impossible to prove” (Kleiser 2009). A good knowledge of words helps in an effective presentation of ideas, oral as well as written. It creates an impact on the listeners or readers about the communicator as being a learned and erudite person.

## **Focus of This Paper**

This paper was carried out to investigate the impact of the use of two different types of strategies: (1) Morphemic Analysis and (2) Word Splash. Also, this paper discusses the participant’s performance on immediate and delayed vocabulary post-tests in order to identify their retention level. Furthermore, it answers the question how effective is our English Class when a word is taught through appropriate strategies?

## **Introduction**

In India, English is used much more for the purpose of communication rather than day-to-day conversation. Language for employability or to run a business is playing a major role at present. For this very reason, it becomes necessary to train our learners to communicate effectively in order to get success in life. At present, students in college are expected to communicate effectively. On balancing language skills equally, the basic fundamental requirement is the adequate mastery of the Vocabulary of English Language.

Vocabulary is vital for the structure of the sentence. It has been increasingly recognized as essential for the use of English Language. Vocabulary has to be taught in order to train the learners to use words precisely for more effective communication. This paper investigates the impact of involving in two different types of vocabulary learning strategies, i.e., (1) Morphemic Analysis and (2) Word Splash.

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Also, this paper discusses the participant's performance in pre-test for control group (CG) and experimental group (EG) and immediate post-tests and delayed post-tests for experimental group in order to identify their retention level. Furthermore, it answers the question how effective is our English Class when a word is taught through appropriate strategies.

### **The Importance of Vocabulary in English Language**

Today English has become the international language of the world. Teaching and learning of vocabulary has an important position in English Language Teaching (ELT). It is a vital part of education. The language of English is taught in India in different types of schools, colleges and in various states, in a number of ways and circumstances. In some places, the teaching is well done enough to obtain high marks in public examinations but the objectives of learning a language are not achieved adequately. It is clear that enhancement of vocabulary is a certain possibility through constant practice and training.

### **Building Rich Vocabulary**

Building a rich vocabulary is an enjoyable activity. It is not dull or tedious. The first step is to develop the proper attitude for learning words. If the initial step is taken for learning words then, half the battle is won.

Those who are rich in words will appreciate technical concepts better, since they have a fine knowledge of the sharp meaning of words. A student, while learning a lesson, may come across the word 'resistance' (refusal to accept). If he knows the meaning of the word in general use, he will quickly learn the philosophy of Ohm's Law. The technical meaning of any word is related to its meaning in common phrase.

Rich vocabulary is not a natural gift. It is something to build through effort. Students learning technical or non-technical subjects will be hugely benefitted by developing their vocabulary.

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Today in college education, general and technical vocabulary is very essential for the students. Students may be good at their subject of specialization but they may not have acquired adequate vocabulary. So it is important for us to create an atmosphere to learn vocabulary in their class. Those who are rich in words will appreciate technical concepts better, since they have a fine knowledge of the sharp meaning of words.

## **Literature Review**

Enriching vocabulary will help a lot in enhancing your communication ability. “Words, so innocent and powerless as they are, standing in a dictionary; how potent for good and evil they become in the hands of one who knows how to choose and combine them.” —Nathaniel Hawthorne (American novelist, 1804 –1864))

“English was studied as a compulsory subject at the secondary and higher secondary levels of education and was also used as a medium of instruction at higher levels of education and was the medium of communication with the outside world.” (Rahman, 1999). “The aim of English is to help students to take “control of the four skills and to use these skills in real life situations “- Rahman, 1996 P.45. Context is perceived by Beheydt (1987) as the most important requirement to vocabulary learning from the perspective that learning words is a process of “semantization”, i.e., a continuing process of getting acquainted with verbal forms within varying contexts or varying exercises.

Beheydt pointed out that the semantization process in vocabulary learning should be based on a provision of a number of concrete representative usages of each word, the meanings of which are more easily semantized, if they are embedded in a meaningful context and stimulated by repetitive mental practice. The more extensive the context, the greater the cognitive support for the semantization to take place. This view of word learning calls upon taking into account the construct of knowing a word and the cognitive process involved in the examination of vocabulary learning.

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## **Strategies for Learning**

Learning strategies, according to Schmitt (2004), are important in acquiring information and learners consciously use strategies while they learn. Most research on vocabulary learning strategies has therefore explored various methods of vocabulary presentation and their corresponding effectiveness in retention (Meara, 1980).

According to Jasmina Hasanbegovic (2007), “learning strategies refer to students’ self-generated thoughts, feelings and actions, which are systematically oriented towards attainment of their goals. Learning strategies are those strategies which learners employ for learning and achieving their learning goal. It can be understood as those “behaviors and thoughts that a learner engages during learning.” Learners use those strategies to facilitate the internalization, memory, storage and retrieval of information. Learning Strategy instruction focuses on making students more active learners by teaching them how to learn and how to use what they have learned to be successful.” (Strategic Instruction Model, 2009)

Most research on vocabulary learning strategies has therefore explored various methods of vocabulary presentation and their corresponding effectiveness in retention (Meara, 1980). Hence most studies are on memory strategies, one of the many aspects of vocabulary learning strategies, on the presupposition that strategies good for vocabulary retention will also benefit language learning in general.

## **Vocabulary Learning Strategies**

There are many words which the students don’t know what they mean. So, the facilitator should encourage the students to read any articles related to any field, in order to make them aware of their knowledge outside of their academic field, which will provide general ideas about any particular event. This is especially true because the format of the passages gives many chances to understand the vocabulary to develop language skills.

Vocabulary Learning Strategies (VLS) are those strategies that learners employ to comprehend, learn and retain words. Vocabulary knowledge is essential in learning a foreign language. Language learners know the importance of words in a language, but they may or may

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not be aware of the fact that VLS can help them to learn vocabulary successfully. With the emergence of the concept of Language Learning Strategies (LLS), scholars have attempted to link these strategies with language learning skills, believing that each strategy enhances learning of vocabulary, pronunciation, etc.

As understood from the detailed description of learning strategies, learning strategies help achieve learning goals.

### **Present Study**

The present study administered a questionnaire to the students to know about their use of strategies for learning vocabulary. The analysis of the questionnaire revealed that students apply some of the strategies for learning vocabulary. These strategies are very important as they involve processes such as memorization, drill practice, etc., for acquiring and storing information. Considering all these important factors, this study aims to develop activities based on strategies for learning vocabulary.

### **Objectives of the Study**

The objectives of the study are as follows:

- To understand basic vocabulary ability and efficiency between control group and experimental group.
- To observe the effect of difference in English Vocabulary efficiency between control group and experimental group.
- To observe English Vocabulary enhancement and its retention.

### **Research Design**

Students are usually expected to learn vocabulary on their own, mostly by mechanical memorization, without much guidance from teachers. However, merely giving students lists of words to learn does not result in effective learning.

1. Morphemic analysis: Morphemic analysis is a strategy used to determine or infer the meanings of words by examining their meaningful parts (prefixes, suffixes, roots, meanings, etc).

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2. Word Splash is a vocabulary strategy that uses pre-reading, during reading, and after reading. It is fun and easy to use. Word Splash is a collection of terms or concepts from a reading or other activities which students are about to see or hear. Students come up with complete sentences connecting two or more of the words or phrases. Afterwards, they check their writings in groups against what is written.

This paper is the result of classroom experience in which a few strategies were used to encourage the students to acquire vocabulary. At the same time the students were also provided the reading passages to improve their reading skills and vocabulary.

### **Research Methodology**

The present study was designed to examine the basic vocabulary ability and efficiency between control group and experimental group. A questionnaire was designed for 352 students. The reading passages were selected as survey report and short passages with jokes. And immediate test and delayed post-tests were also conducted in order to examine vocabulary retention ability.

A total number of 352 students from an engineering college had participated in this study during the year of 2013. 68 were females and 284 were males. The age of the students ranged from 17 to 19, with a mean of 92.53 students who had been studying through English medium.

The data collection took two months for all sections to complete. It was administered in the students' regular English classes. Two reading texts were selected in which 10 questions were asked to examine 10 target words. And 4 Conversation short passages with jokes were selected in which 13 questions were asked to examine 13 target words. So totally 23 words have been selected and tested among the students in the mode of control group and experimental group. The respondents were asked to fill the answers by choosing the best answer from among the several answers given.

Before filling the questionnaire, the students personal information was also collected which included their family background, parents' occupation, their previous school details, X

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standard Marks, XII Standard Marks, Parents academic qualification, etc. They were asked to give their details as honestly as possible. Paired T-test and Anova methods were used to obtain the pattern of information

### **Data Testing Methodologies Used**

The methodology adopted for the present study is Pre-Test and Post-Test. According to Oxford (1990), “Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (p.8). Scholars have attempted to link these strategies with language learning skills believing that each strategy enhances learning of vocabulary, pronunciation, etc. In this regard, O’Malley, et al. (1990) claims that most LLS are used for completion vocabulary learning tasks. In Brown’s model, statistical studies are further subdivided into survey studies and experimental studies. Survey studies investigate a group’s attitudes, opinions, or characteristics, often through some form of questionnaire analysis.

The questionnaire is a relatively popular means of collecting data. It enables the researcher to collect data in field settings, and the data themselves are more amenable to quantification than discursive data such as free-form field notes, participant observers’ Journals, and the transcripts of oral language. This methodology is adopted because this study involves hypothesis testing, that is, the hypothesis formulated for the study is tested to prove or disprove the effectiveness of the study. This survey uses questionnaires to collect data analysis and interpretation for the purpose of research. The collected data is further analyzed and interpreted.

Before starting the activities, the teacher should deliver the instructions in an effective manner so that the students should not have any confusion. The teachers can also ask the students to identify some unfamiliar academic vocabulary and to highlight them with several other meanings.

When they read the text in the series, the learners will encounter words such as *voracious*, *ecological*, *eradication*, *embarked*, etc. But many of these words are those which learners have met in the first and the second tests. In this way, proceeding through a sequence of

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tasks will reduce the number of the words unfamiliar to the learners and will help the learners to read more efficiently without being interrupted often by unknown words.

### **Level of Students**

First, the teacher should be able to identify the level of students by giving personal questionnaire to them. Identify their background education, 10<sup>th</sup> standard marks, 12<sup>th</sup> standard marks in English, details of parents, etc.

By introducing one or two strategies teachers can motivate students and facilitate friendly learning environment. Students need to focus on goals of academic competence, communication skills, personality development, etc. By following Vocabulary Learning Strategies, teachers can ensure that the students may receive many unknown words in English language.

### **The Appropriateness of Specific Activities**

For certain activities teachers should set time limits. For the first and second strategy the time limit is only 45-50 minutes. The instructions should be given to help students finish the activity within the time limit.

### **Hypothesis**

If words are introduced to the learners using strategies in specific reading passages, it will help improve their vocabulary proficiency and also improve the language skills.

### **Results and Discussion**

The empirical results and discussion are briefly summarised in this section of the research paper.

**H1:** There exists no difference in the English vocabulary efficiency among the control and experimental group students in the pre-test stage of this research work.

**TABLE: 1**  
**PAIRED t TEST**  
**RESULTS OF PRE-TEST SCORES OF**  
**ENGLISH VOCABULARY EFFICIENCY AMONG THE CONTROL AND**  
**EXPERIMENTAL GROUP STUDENTS**

Pairs	Variables	Mean	SD	Correlation
Survey report	Control Group	5.539	2.037	.027
	Experimental Group	<b>5.860</b>	1.996	
Conversation short passage	Control Group	7.118	2.760	.019
	Experimental Group	<b>7.573</b>	2.499	

Level of significance: 5 per cent

There exists lead correlation between the control group and experimental group test results in both the survey report reading skills and conversation report reading skill among the sample population. However, it could be concluded that the experimental group of students exhibits higher vocabulary understanding and reading skills compared to the control group sample students.

**TABLE: 2**  
**PAIRED SAMPLES TEST**  
**ENGLISH VOCABULARY EFFICIENCY AMONG THE CONTROL AND**  
**EXPERIMENTAL GROUP STUDENTS**

Pairs	Mean	SD	t	DF	Sig
Survey report	.320	2.813	-1.519	177	.131
Conversation short passage	.455	3.689	-1.646	177	.102

Level of significance: 5 per cent

From the above table it may be inferred that probability value of 't' values are more than the table value at 5 per cent level of significance. Therefore the hypothesis framed stands rejected and it is concluded that there exists difference in the English vocabulary efficiency among the control and experimental group students in the pre-test stage of this research work.

**H2: There exists difference in the English Vocabulary Efficiency of Pre-test and Post-test students among experimental group students.**

**TABLE: 3**  
**PAIRED t TEST**  
**ENGLISH VOCABULARY EFFICIENCY OF PRE-TEST**  
**AND POST-TEST STUDENTS**

Pairs	Variables	Mean	SD	Correlation
Survey report	Pre-test	5.860	1.996	.076
	Post-test	<b>7.528</b>	1.276	
Conversation short passages	Pre-test	7.573	2.499	.036
	Post-test	<b>10.000</b>	2.017	

Level of significance: 5 per cent

It is observed that the mean score of the post-test results are comparatively higher than the pre-test results.

**TABLE: 4**  
**PAIRED SAMPLES TEST**  
**ENGLISH VOCABULARY EFFICIENCY OF PRE-TEST**  
**AND POST-TEST STUDENTS**

Pairs	Mean	SD	t	DF	Sig
Survey report	-1.669	2.287	-9.735	177	.000
Conversation short passage	-2.427	3.155	-10.264	177	.000

Level of significance: 5 per cent

From empirical data analysis it is inferred that probability value of 't' values are less than the table value at 5 per cent level of significance. Similarly, the measures of mean score shows that the post-test score of the sample engineering students has improved in comparison to the pre-test score values. Therefore the hypothesis framed stands accepted and it is concluded that there exists difference in the English vocabulary efficiency of Pre-test and Post-test students.

**H3: There exists difference in English Vocabulary Efficiency of engineering students in immediate memory test and short-term memory test.**

**TABLE: 4.**  
**PAIRED t TEST**  
**ENGLISH VOCABULARY EFFICIENCY OF STUDENTS IN IMMEDIATE**  
**MEMORY TEST AND SHORT-TERM MEMORY TEST**

Pairs	Variables	Mean	SD	Correlation
Survey report	Post-test I	7.528	.096	.106
	Post-test II	<b>8.191</b>	.141	

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Conversation short passage	Post-test I	10.000	.151	.405
	Post-test II	<b>11.522</b>	.179	

Level of significance: 5 per cent

It is observed that the mean score of the short-term results are comparatively higher than the immediate memory test results. i.e., survey report reading skills and conversation report reading skill among the experimental group students.

**TABLE: 4.**  
**PAIRED SAMPLES TEST**  
**ENGLISH VOCABULARY EFFICIENCY OF STUDENTS IN IMMEDIATE**  
**MEMORY TEST AND SHORT-TERM MEMORY TEST**

Pairs	Mean	SD	t	DF	Sig
Survey report	-.663	2.160	-4.095	177	.000
Conversation short passage	-1.522	2.424	-8.378	177	.000

Level of significance: 5 per cent

From the above table it is inferred that probability value of ‘t’ values are less than the table value at 5 per cent level of significance. The empirical test results reveal that there exists difference in English vocabulary efficiency of engineering students in immediate memory test and short-term memory test.

Every student got equal opportunity to participate in the process. Students’ pointed out successfully that they acquire vocabulary skills through task based methods. They chose this method as one of the best ways in acquiring language skills.

### **Conclusion**

All the students had equal opportunity to participate in the process and they did participate. The students were able to positively engage in Communication skill Classes. They found both the strategies were equally good but they have scored more only in the strategy “Word Splash”. They felt that this method was one of the better ways in acquiring the language.

“Take advantage of every opportunity to practice your communication skills so that when important occasions arise, you will have the gift, the style, the sharpness, the clarity, and the

emotions to affect other people.”- Jim Rohn. At the outset, they should make it a point to feel comfortable with learning complex words.

The intention of this study was to be part of a discussion of vocabulary learning. Cooperative learning encourages the use of language in a social context. Positive social interaction can help students perceive the classroom as a comfortable and friendly place, where they will feel safe using their new language skills. To enhance academic achievement, these various vocabulary learning strategies can create a language-rich classroom; provide students with advance organizers; label everything in the classroom to build vocabulary; to be aware of current affairs and help students make connections easily with their peers.

Meanwhile, this study concludes that the students will become well aware of using a word and they will become familiar with certain unknown words. Pedagogically, it is important and feasible that teachers play a more active role in students’ vocabulary learning, as pointed out by Oxford and Scarcella (1994), by providing learners with systematic L2 vocabulary instruction, offering contextualized learning opportunities, helping students learn specific strategies for acquiring words, and showing students how to learn outside of their L2 classes. It also insists that students should be encouraged to learn vocabulary wisely both inside and outside of class for better communication.

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## Grammar and Grammar Teaching: Changing Perspectives Volume 2

**Editor**  
**Dr. Vathana Fenn**

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### Role of English Language in Business Communication – The Gandhian Turnabout

**Tharique Hussain K.A.**

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This paper discusses the role of English language in business communication in terms of Gandhian thought. Mahatma Gandhi has a global relevance in academic and nonacademic spheres with his eclectic philosophy.

#### **Gandhiji's Opposition to English as a Medium of Instruction**

Gandhiji very much opposed the use of the foreign language English as the medium of instruction in his earlier life. He was of the opinion that a foreign language puts an undue strain upon the youngsters and stunts their growth and isolates them from their home.<sup>1</sup> Like every other Indian, he also faced the difficulties in the beginning and, later on, he evolved to be a product of three countries – India, England and South Africa.

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This paper intends to bring out the role and application of the language English in business communication in the light of the Gandhian foresight.

### **Role and Function of English in India and in Business Communication in India**

English has its unique importance in our country. It has played a crucial role in building modern India. At present, it is one of the major languages used for communication in the world. In our country we have people living in different states speaking different languages. But here English plays a vital role of a bridge. It helps different natives of different regional dialects to communicate with each other.

English is a language which links us with the outside world. The prospects of employment for a person having knowledge of English are bright in every country.<sup>2</sup> In this 21<sup>st</sup> century we face a drastic change and a vast competition when it comes to employability. This helped develop the idea of a common and widely accepted language. It is here English as a foreign language raised to its present status.

For trade, teaching and learning, research and advancement, science and technology, information and revolution, there was a need for a common language. English became a Global language. In India, people going from North to South for education or business mostly communicate in English language, and it is one of the reasons that it has become a link language. Keeping this in mind, the Parliament has also recognized English as an official language in addition to Hindi. All the facts of history and developments in present day India underline the continued importance of learning English in addition to vernaculars.<sup>3</sup>

Here comes the relevance of discussing the Gandhian turnabout. Gandhi realized fully the importance of English. He also recognized that it was the social factors that raised English language to its present status because modern science and technology has reduced the world into a global village. It is necessary to say his attitude towards modern civilization, though critical, is not wholly negative. Being critical implies the desire to improve the object criticized. So Gandhi welcomes a number of its contributions from west<sup>4</sup> as it was of prime concern when it came to business. The ideas of Gandhi have been widely used in different educational discourses in a global context.

### **Customer Service**

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Gandhiji has said, “A customer is the most important visitor on our premises. He is not dependent on us. We are dependent on him. He is not an interruption in our work. He is the purpose of it. He is not an outsider in our business. He is part of it. We are not doing him a favour by serving him. He is doing us a favour by giving us an opportunity to do so.” From these words Gandhiji projected the customer service philosophy which is the indispensable element for business prospects.

Some of the most successful companies have one thing in common – incredible customer service. These businesses go out of their way to make the customer feel appreciated, understood and cared for. The end result of this is simple but powerful - a strong connection to the customer that goes deeper than the normal company-customer relationship.<sup>5</sup> This shows the effectiveness of the global language English in business communication.

### **Objectives**

- To explore and analyze the relationship between progress in business and English language ability.
- To study the effectiveness of English for business communication.
- To explore challenges in teaching English language for trade and commerce.
- To evaluate how people adjust with English to reflect the condition of social life.
- To explore and promote research on the status, possibility and challenges of teaching English for business communication in the global perspective.

### **Difficulties in Learning English**

There are several instances which show that Gandhiji also faced difficulties in learning English language. But he was truthful and sincere from his childhood. When Gandhiji was a student at Rajkot, an educational inspector named Mr. Giles came to examine the pupils. They were asked to write five English words. Gandhi mis-spelt the word ‘kettle’. The teacher saw the mistake. He prompted Gandhi to copy down from his neighbour’s slate. But Gandhi refused. The result was that all the boys except Gandhi spelt every word correctly. Later, the teacher chided him for this “stupidity”, but without effect. He never learned the art of copying.<sup>6</sup>

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## **Arbitrary Spelling and Pronunciation**

The main argument which prevailed when it came to English language learning was that more than half of our time was given to learning English and mastering its arbitrary spelling and pronunciation. It was a painful discovery for Gandhiji to have to learn a language that was not pronounced as it was written. It was a strange experience for him to learn spelling by heart.

Gandhiji became a product of three countries - India, England and South Africa. This was marked as a turnabout in Gandhian ideals. The above mentioned incidence is noteworthy as all Indians had faced the similar difficulties and situations when it came to English language learning. People started to think the effectiveness of a common language for trade and commerce. They began to analyze the relevance of a common medium of instruction for education worldwide. This led to the idea of teaching English for employability.

## **Shorter and Smarter Technology**

Beginning of 21<sup>st</sup> century marked a revolution in shorter and smarter technology. Laptops, Internet, personal computers, tablets, smartphones, and mobile applications marked the 3<sup>rd</sup> generation technology. In this competitive world the real problem faced, according to former president of India APJ Abdul Kalam, is that “It is not unemployment that is the major problem; it is the question of unemployability that is the major crisis in this competitive arena”. There is indeed a need for English language. Otherwise we cannot rise ourselves as one among the developed countries.

## **Gandhi and Medium of Instruction**

Gandhi was against the selection of English as a medium of instruction because it prevented the growth of our vernacular. The British rule imposed the foreign language English as the only language which Indians should receive as the medium of instruction. So Gandhi declared it as a de-indianizing practice or a rule against nationalism. He also considered it as a greatest evil of British rule. Gandhi also witnessed that foreign language has made our children practically foreigners in their motherland. The existing system of British curriculum could not solve any problem faced by Indians. Provincial languages were not given any rightful place in both society as well as educational system. The domination of

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English language was so great that even Sanskrit, Tamil, Gujarati, Marathi etc., had to be learnt through English and not through mother tongue. These reasons prevented Gandhiji from accepting English wholly.

### **What Is the Purpose of Learning English?**

In the speeches and writings of Mahatma Gandhi, one may get a feeling that he is against foreign language, especially, English and modern civilization. About the education for manufacturing clerks, Gandhi speaks to youth of Madras as well as people all over India, “Are you receiving an education which will make you worthy to realize that ideal and which will draw the best out of you, or is it an education which has become a factory for making government employees or clerks in commercial offices? If that be the goal of your education, if that is the goal that you have set before yourself, I feel and I fear that the vision which the poet pictured for himself is far from being realized.<sup>7</sup> It is here Gandhi wants to open our eyes. What Gandhiji objected to was the British colonialism which they tried to enforce on us even through their curriculum for their selfish motives and benefits.

### **English Learning Has Its Own Relevance**

It is English education in the manner it has been given emasculated the English-educated Indian, it has put a severe strain upon the Indian student’s nervous energy, and has made us imitators. The process of displacing the vernacular has been one of the saddest chapters in the British connection.<sup>8</sup> At the same time Gandhi realized fully the importance of English and he also speaks about Rammohan Rai and Lokamanya Tilak. Both gained their knowledge from the rich treasures of English. Gandhi states that the foreign language English also has rich treasures like other languages. But one should not be ashamed of our own mother tongue and translation from English literature is enough to solve the difficulties faced by the people in learning process. Vernacular will support the learner and wipe away stress and waste of time in learning foreign language English as a medium of instruction.

### **Literary Views**

There are many instances in Gandhiji’s stories in ‘My Experiments with Truth’ which prove Gandhiji’s literary training had an all-embracing approach towards contemporary literary views. Gandhiji has said there were three moderns who had left deep impressions in

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his life and captivated him. They were Raychandbhai by his living contact, Leo Tolstoy and John Ruskin by their books, “The kingdom of god is within you” and “Unto this last”. It is clear that both these revolutionary books were of course written in English. Another instance to be noted is literary training provided to the Tamil boys from South Africa by Gandhiji. The Tamil boys knew very little Tamil and did not know the script at all. So Gandhi taught them the script and the rudiments of grammar. Later on when Tamilians not knowing English came to see Gandhi, his pupils became his interpreters.<sup>9</sup> This itself is a remarkable incident that Gandhi too had a positive attitude towards foreign language, English. One should never forget that Gandhiji too underwent his higher education in England (Barristry) in English language.

### **New Views on Complementary Roles**

The aim of Gandhiji is not to degrade or replace any foreign language but to revise the conventional view. What we require is the development of a new notion in which people never contradict between vernacular and foreign language English but to re-establish a complementary view for teaching English for business communication and life enhancing learning process. Gandhiji’s attempt is only to point out some crucial limitations that are rooted in the British curriculum.

### **To Conclude**

This paper attempted to lay emphasis on the role of English language in business communication and focused on exploring the ways to wipe away the language conflict prevailing in contemporary world through the application of Gandhian ideals, that is, the Gandhian turnabout. Finally to sum up I would quote Gandhiji’s words: “An error does not become truth by reason of multiplied propagation, nor does truth become error because nobody sees it.”

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**Editor**  
**Dr. Vathana Fenn**

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### Making Grammar Palatable To Engineering Students

**Dr. S. Vijayalakshmi, M.A., M.Phil., Ph.D.**

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#### Introduction

“Mention the word grammar and students will cringe. In fact most teachers will cringe too,” according to Claudia Pesce. A feeling of aversion to grammar appears to be an inevitable aspect in today’s classroom scenario but the teaching of grammar is a necessary evil and one is reminded of the trouble children have with eating vegetables and greens. The same applies to the grammar class as it cannot be dispensed with, but has to be tolerated. Grammar is an essential part of good and effective writing but how does one make it palatable to the students especially those at the tertiary level?

#### To Teach or Not to Teach

There exists controversies relating to how we should teach grammar. To teach or not to teach is not the issue as it is undeniable that grammar has to be taught for effective writing.

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Much grammar research over the past decades has concentrated on determining whether grammar should be taught at all. Researchers have spoken for and against the teaching of grammar but at the centre of this issue is that it has to be taught in some manner or the other. Grammar has held and continues to hold a central place in language teaching (Ellis, 101). In the website [www.grammarly.com](http://www.grammarly.com) there is a humorous reference to grammar as being the glue that holds everything together. Further the writer cautions that if you don't use the glue properly or if one uses the wrong glue then everything would shatter as there would be no communication at all. <http://www.grammarly.com/handbook/grammar/>

Thus teaching grammar does play a central role in every ESL / EFL teacher's classroom. The important question that needs to be answered is how does one teach grammar? In other words, how do I help students learn the grammar rules that they require for their academic purposes. This brings into focus the approach to be adopted to teach grammar rules. Teachers need to consider how to present grammar to their students (approach), what options for dealing with the grammar should be used and which area they will focus during the language practice, be it accuracy, fluency or restructuring. The methods to be adopted are again a crucial issue with some advocating incidental and some advocating explicit teaching. But there is no denying that current research in Second Language Acquisition has led to a reconsideration of the role of grammar in the L2 classroom. There is evidence for the positive effects of grammar instruction. Long (1991) proposed an approach that he termed "focus on FORM" distinguishing it from a "focus on FORMS" approach to teaching grammar. FORMS involves discrete grammar forms selected and presented in an isolated manner, focus on FORM involves the teacher's attempt to draw the student's attention to grammatical forms in the context of communication.

### **The Role of Grammar in Krashen's View**

According to Krashen, the study of the structure of the language can have general educational advantages and values that high schools and colleges may want to include in their language programs. It should be clear, however, that examining irregularity, formulating rules and teaching complex facts about the target language is not language teaching, but rather it is "language appreciation" or linguistics.

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The only instance in which the teaching of grammar can result in language acquisition (and proficiency) is when the students are interested in the subject and the target language is used as a medium of instruction. Very often, when this occurs, both teachers and students are convinced that the study of formal grammar is essential for second language acquisition, and the teacher is skillful enough to present explanations in the target language so that the students understand. In other words, the teacher-talk meets the requirements for comprehensible input and perhaps with the students' participation the classroom becomes an environment suitable for acquisition.

### **Incidental Teaching vs Explicit Teaching of Grammar**

Ellis (2006) raises the question whether one should teach grammar or should one simply create the conditions by which learners learn naturally. Krashen (1983) is of the opinion that the the study of grammar promotes knowledge about language but not how to use the language. Thus a mere theoretical knowledge of the rules of grammar is not going to be of any help for the student. He should be taught to understand how to use the rules in a communicative situation. Ellis (2006) further goes on to question if grammar is to be taught what exactly should be taught and how does one go about it? There exists a wide variety of grammar that can be adopted ranging from structural to generative to functional but it should be noted that not all items and not all types are actually required for all students. Thus the teacher has to come to some conclusion of what exactly is required for the learners. That is, one should go in for a need-based syllabus of grammar items. Krashen advocates the minimalist approach in the teaching of grammar whereas we have researchers like Walter and Swan (1990) who advocate teaching the whole grammar of the target language.

### **Activity-based Teaching of Grammar Rules**

I am of the firm opinion that an activity-based or task-based teaching is most effective. Willis advocates TBLT (Task Based Language Teaching) in the language classroom as it is more student-centric with the principle of democracy being more evident. Further TBLT provides an inductive approach to instruction and encourages more meaningful learning experiences that are relevant to students. The types of tasks he speaks about include listing that has tasks like brainstorming, fact-finding, ordering and sorting (sequencing ranking categorising, classifying, comparing – matching, finding differences and similarities,

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sharing personal experiences and creative tasks). Types of tasks according to Pica, Kanagy and Falodun (1993) include Jigsaw wherein learners combine different pieces of information to create a whole, Information Gap wherein learners have different information and they negotiate to find the other individual's information, Problem-solving wherein students must find a solution for a problem (typically there is one resolution), Decision-Making where students solve an open ended problem by discussing multiple options and choosing the best, and Opinion-Exchange where learners exchange ideas without needing to come to a consensus. Given the mindset of the generation of learners of today and their attitudes, it would be worthwhile to check what learning materials and resources are available to make the teaching of the grammar points effective. Lin Hong promotes the use of games in the language class especially when teaching grammar, but he cautions that not all games will work as we have to select activities that are appropriate for the goal on hand. Aydan Ersoz also reiterates the need for introducing games to teach grammar points. Learning a language requires constant effort and that can be tiring. Ersoz outlines two good reasons why games should be included in the classroom:

- \* Games that are amusing and challenging are highly motivating.
- \* Games allow meaningful use of the language in context.

### **Deductive or Inductive Approach**

When teaching the rules of grammar there are two approaches a teacher can adopt, namely, the deductive approach and the inductive approach. The deductive approach is teaching through rules. The rule is provided first, by the teacher which is then followed by the provision of examples for the learner enabling the student to imbibe the rules of grammar. On the other hand an inductive approach involves teaching through examples. Students are provided with several examples from which a rule is inferred.

### **Intrinsic Motivation**

The importance of motivation is definitely not to be underestimated because no ending of innovative teaching is going to help if the learner is uninterested. Joel Bacha stresses the value of intrinsic motivation and feels that this works better in the grammar class.

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He is of the opinion that exposure to challenges and stimulation piques the children's natural curiosity and promotes more effective learning.

### Teaching Prepositions

“Vampires!

Zombies!

Werewolves!”

“Where?!”

“Behind you!”

Thank goodness for prepositions. Imagine not knowing where the danger lay....

Prepositions tell us where or when something is in relation to something else. When monsters are sneaking up, it's good to have these special words to tell us where those monsters are: are they **behind** us or **in front of** us; are they **near** or **far**; will they be arriving **in** three seconds or **at** midnight?

### Scenery on the Chalk Board



The module on prepositions was done very differently for the engineering class doing their first year at a private university. The classroom has a white board and students were given coloured pens to draw scenery on the board. Each student draws something and the next person adds to it. The scene on the board depicted a house with a path leading to it, replete with coconut trees, a rivulet along the trees and a sun atop the trees. It even had a board “Trespassers will be punished”! Next I had a student draw mice at all possible points on the board. Students had to write sentences with prepositions about the mice.

We had very many variations of the use of prepositions and the final reading of the answers was fun and a learning experience as well.

Since the students are engineering students the next revolved around an Experiment in the Chemistry Lab and a Machine in the Mechanical lab. The concept of *on* as being different from *through* was taught through the practical demonstration. Another variation was the use of a Fairy Tale like such as ‘Ugly Duckling’. The students enjoyed the trek into the past when the fairy tale evoked old memories. The module threw up a variety of prepositions in

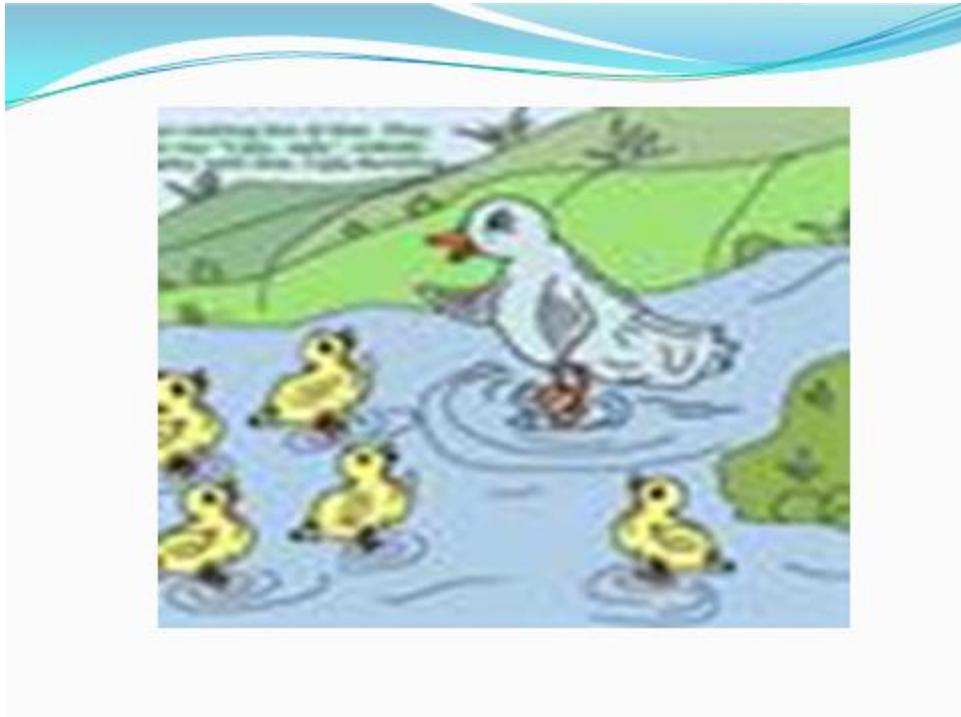
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connection with the story being unfolded in class like the ducklings in the water, swimming in front of the mother Duck and so on.



## Conclusion

The paper presented the importance of grammar for effective communication and argued for the importance of the same at all levels of education. It reiterated the point that grammar cannot be put onto the backburner as it is very crucial for effective communication. It stressed that the best approach has to be adopted bearing in mind the needs of the learners.

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## Grammar and Grammar Teaching: Changing Perspectives Volume 2

**Editor**  
**Dr. Vathana Fenn**

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### Role of Grammar in Communicative Language Teaching

**Dr. O. T. Poongodi, M.A., M.Phil., Ph.D.**

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#### Introduction

This paper focuses on the role of grammar in Communicative Language Teaching (CLT) and bridges the gap between the two elements, namely, Grammar and Communication. Grammar plays a prominent role in learning a new language. Language does not develop without grammar.

#### What is Grammar?

Linguists define grammar as a set of components: phonetics (the production and perception of sounds), phonology (how sounds are combined), morphology (the study of forms, or how

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elements are combined to create words), syntax (how words are strung together into sentences), and semantics or meaning.

### **Role of Grammar**

Many teachers think that grammar is a set of rules without which a language cannot be taught or learnt. There is a belief among the people that CLT does not include grammar. But Spada argues that the thought that “Communicative Language Teaching means an exclusive focus on meaning is a myth or a misconception” (Spada 2007). The role of grammar in CLT is based on two types. They are the Shallow-end Approach and the Deep-end Approach. The Shallow-end Approach to CLT is based on the thought that it is first necessary to learn the grammatical rules and then apply them in the communicative situation. The Deep-end Approach is based on the belief that grammar is acquired unconsciously during the performance on the Communicative situations, so it would be useless to teach grammar previously and explicitly (Thornbury 1999).

### **Objectives of CLT**

- The focus is on meanings and functions of the language.
- More importance is on the learner and his learning.
- The role of the teacher is a facilitator.
- Students are instructed to involve in the learning process through tasks, problem- solving, participation and interaction.
- All the four skills, LSRW are equally treated.

### **Communicative Language Teaching (CLT)**

Communicative Language Teaching (CLT) focus on communication related to realistic use of language in context, student-centered teaching and learner autonomy. Communicative language teaching has brought a renewed emphasis on the role that semantics plays in the definition of language. Communicative language teaching is fundamentally concerned with 'making meaning' in the language, whether by interpreting someone else's message, expressing one's own, or negotiating when meaning is unclear.

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The origin of Communicative Language Teaching (CLT) was from late 1960s. *Howatt* distinguishes between a ‘strong’ and a ‘weak’ version of Communicative Language Teaching. “The weak version stresses the importance of providing learners with opportunities to use their English for communicative purposes. The strong version of communicative teaching advances the claim that language is acquired through communication. If the former could be described as ‘learning to use’ English, the latter entails ‘using English to learn it’ (Howatt 1984).

### **Activities / Tasks used in the classroom**

The following classroom activities enhance the learners to learn without any fear or inhibition in the classroom; Eavesdropping, Role Play, Interviews, Information gap, Games, Surveys, Pair-work, Learning by teaching, Problem Solving etc.

#### **(i) Eavesdropping**

This is aimed at advanced students. The students are instructed to listen to a conversation somewhere in a public place and be prepared to answer, in the target language, some general questions about what was heard by them. For example, the following general questions may be asked.

1. Who was talking?
2. How old were they?
3. Where were they when you eavesdropped?
4. What were they talking about?
5. What did they say?
6. Did they become aware that you were listening to them?

This activity helps the students to listen in a real-world situation and they have to report the information they overheard. This motivates the students to select the topic of their choice.

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### (ii) Role Play

Students are asked to play the role, they select from the lots. For example, if a student picks a rolled sheet from the lot box and finds the word, Scientist, he/she has to play the role. Here, the student comes out with his own ideas and never bothers about the grammatical errors.

### (iii) Interviews

A model interview is to be conducted by the teacher in the classroom. Then the students one by one have to attend the interview. They have to answer the questions asked by the interviewer. The students are instructed to bring a file with their Bio-data when they attend the interview. This helps the students to face the interview in future without fear or inhibition. Moreover, this helps the students to learn the do's and don'ts of the interview.

### (iv) Information Gap

In this task, students are asked to complete the task by filling the missing information or to solve a problem. They communicate with their classmates to fill in the gaps. For example, spot-the-difference activity is used in the information gap.



Another activity is in which one student is given a picture, and he must describe it to another student who has to create a drawing from the description. Further examples are students sharing information among them to complete a class timetable, and an activity where students must share information about their families and then draw each other's family trees.

#### (v) Games

##### **Speaking Games**

The topic such as 'Village Life Vs Town Life' can be given in the class. The learners those who select the village life should stand in a line. The learners those who select the town life should stand in a separate line opposite to the previous group. Now, each and every learner has to substantiate his/her stand for choosing the topic. This helps the learners to come out with their views/points in an unconscious way, so that they least bothered about the mistakes they commit while presenting their views. Here, language learning takes place in a natural way without any fear or inhibition among the learners. Psychologically, the learners feel comfortable to discuss a common topic.

##### **Reading Games**

###### **Story Completion**

Two stories are written on cards and the each story is cut into sentences. The class is divided into two groups. Each group is given a set of cards with sentences and the group has to arrange the cards to create the story. The group, which does it first, wins.

##### **Advantages of CLT**

- ❖ Provides a more holistic view of language and language learning.
- ❖ Gives students opportunities to practice using the language and to see its relevance outside the classroom.
- ❖ Stimulates critical and creative thinking.
- ❖ Focuses on active learning (instead of passive listening) as well as teaching.
- ❖ Effective Communication is sought.

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- ❖ Language is created by the individual by trial and error method.

## Conclusion

To conclude, most of the language teaching in India is done on the basis of traditional grammar books and pedagogical grammar books like *Wren and Martin's*, *Thomson and Martinet's*, *Nesfield's*, etc. These books are based on the written rules of Latin Grammar. The learners find it very difficult to relate the use of rules in the discourse they carry out in real life situations. The Communicative teaching places with more emphasis on the learner's contribution through independent learning.

If the above said activities are well organized with care and interest, these would surely help the learners, especially the young ones to acquire a lot of language skills, because while playing a game learners have opportunities to learn without stress and anxiety, which is also good for learning. If the active learning takes place in an ESL classroom, the achievements would be high and sure.

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## Teaching English Grammar: Teacher's Perception and Practice

**Shashirekha S M**

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### Introduction

English language is considered as a global language. It is necessary to give importance to this language, because to communicate, exchange their ideas, feelings and also information from one person to another. English language is used both in written and spoken form and it aims at mastering four basic skills of language. Students are expected to master those four skills to communicate in English language effectively. In order to achieve the aforesaid aim language teacher has to consider important components of language. Grammar is one of the essential components, it is necessary to stressed by the language teachers in the secondary school.

### Meaning of *Grammar*

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**Thompson and Wyatt:** “Grammar presents the facts of a language under certain categories and deals only with those which can be brought under general laws and stated in the form of general rules”

**Sweet:** "The practical analysis of a language, its anatomy".

**Chomsky:** "Simply a system of rules that in some explicit and well defined ways assign structural descriptions to sentences".

### **Need and Importance**

Grammar will enable people easily to express information, feelings, and ideas to others. It is also essential to use English appropriately. According to Richard, Platt and Weber in Nunan (2005: 2), grammar is a description of a language and the way in which units such as words and phrase are combined to produce sentences in the language. From this we can say grammar plays an important role in combining units of language to form sentence. The grammar is the means through which linguistic creativity is ultimately achieved and an inadequate knowledge of the grammar affect the communication. Without the knowledge of the grammar of the language, one’s learning of the language process will not complete. Due to this grammar is important it is reflected in communicate purpose functions of language and also in speaking and writing.

Teaching grammar at secondary school level is an issue and is an on-going debate. Such an inconclusive debate about how to teach grammar in the best way has had a great influence on the development of language pedagogy (Ellis, 2006). Teachers gain more experience and get more familiar with different views of teaching grammar; their personal theories are shaped and reshaped. Later these personal views of English teacher about grammar teaching form the basis for their personal knowledge and also influence their planning instructional decisions and classroom practices. Since teachers are decision-makers in the classrooms and since they are mainly responsible for students' learning, they should know the issues regarding grammar. This will help them to know the relevant practical views.

## **Review of Related Literature**

Grammar is one of the important areas, which is affected by teachers' perception. Teaching of grammar at secondary school level is greatly influenced by teacher's perception. Research reveals shifting paradigms regarding the importance of teaching grammar seems to have largely affected teachers' perception, however despite the fact that the importance of research into the psychological context of second language teaching has been pointed out over the years (Borg, 1999; Barnard and Scampton, 2008). Only in the past two decades the influence of second language teachers' cognitive process on their classroom instruction has been taken into consideration (Barnard and Scampton, 2008). Some research on English language teaching teachers' beliefs shows reveals the belief system of teachers of English grammar in terms of its influence on teaching practice in resistance to change (Farrels, 1999). In the same way Richards, et al., (2001) examined the beliefs of a group of in-service course teachers about grammar. The findings revealed that many teachers followed a communicative approach to teaching in its strong form, while others showed a strong commitment to the direct grammar teaching in language learning.

Research reveals that there is now agreement in general education studies that teaching is a cognitive activity and that teachers' beliefs greatly impact their instructional decisions in the classroom (e.g., Shavelson and Stern, 1981; Tillman, 2000). Second language education teaching is now viewed as a complex cognitive activity (Borg, 2003). As Borg (2003) suggests "teachers are active thinking decision-makers who make instructional choices by drawing on complex practically oriented, personalized, and context sensitive networks of knowledge, thoughts, beliefs" (p, 81). Indeed, research has indicated that teachers possess a vast array of complex beliefs about pedagogical issues students and classroom practices (Berliner, 1987, Borg, 1998, 2003, Burns, 1992; Shavelson and Stern, 1981).

### **Teacher Beliefs**

These beliefs are said to form structured set of principles and are derived from a

teachers' prior experiences, school and practices, and a teacher's individual personality (Borg, 2003). Furthermore and as noted by Shavelson and Stern (1981), what teachers do in the classroom is said to be governed by what they believe and these beliefs often serve as a filter through which instructional judgments and decision are made. Teacher beliefs consist of tacitly held and learning beliefs (Kagan, 1992) that they are generally stable and they reflect the nature of the instruction the teacher provides to students (Hampton, 1994).

### **Teacher Beliefs Relating to Language Teaching**

In the area of language teaching, teacher beliefs have been examined to see how personal beliefs and knowledge of the pedagogical systems of teaching have informed the instructional practices' and decisions of teachers of English as a second language (e.g., Borg, 2003; Burns, 1992; Golombek, 1998). In addition the study of teacher beliefs, as Richards, Gallo and Renandya (2001) have pointed out, "forms part of the process of understanding how teachers conceptualize their work" (p, 42). Studies by Ng and Farrels (2003) and Yim (1993) investigated the extent to which teachers' theoretical beliefs influenced their classroom practices, and found evidence to suggest that what teachers say and do in the classroom are governed by their beliefs.

The present study reveals English teachers' perception and practices about grammar teaching and it also offers some suggestions based on their perception and practices.

### **Objectives of This Study**

1. To find out the secondary school English language teacher's perception on grammar teaching.
2. To examine classroom practices of grammar teaching.

### **Methodology**

This study is a qualitative case study. To identify and examine the perception of teachers about grammar teaching and to know the classroom practices of teachers, the **Language in India** [www.languageinindia.com](http://www.languageinindia.com) ISSN 1930-2940 14:4 April 2014  
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investigator prepared and used two tools: interview and observation. Investigator collected data from ten different secondary school English teachers (including male and female teachers) and the collected data was analyzed qualitatively.

### **Sample**

In this study there were ten participants who are teaching English in a secondary school situated in Bangalore. The participant-teachers had varied levels of teaching experience.

### **Tools**

To know the perception and practices English teachers about English grammar teaching at the secondary school level, the investigator used the following tools.

1. Interview
2. Observation

## **Data Collection**

Investigator collected data from secondary school teachers through non-participant observation and interview. Two classroom observations were conducted for each participant in order to capture the details of how they carried out grammar instruction in their classroom. Observation was recorded in field notes, which included what was happening in the class, the teachers' behavior, the students' responses as well as questions, and relevant thoughts that came up during the observations.

## **Data Analysis**

The collected data was analyzed and compared with the participants' actual teaching from the observation and response from the interviews. The investigator analyzed the collected data qualitatively.

## **Findings of the Study**

These are the major findings of the study:

1. All participant-teachers said that grammar instruction is very important in English language learning. But the classroom observation of the teaching conducted in the classrooms by the investigator showed that the teachers do not give much importance to grammar teaching.
2. Most of the teachers do not teach grammar regularly. The investigator observed that there were many opportunities to present grammar in functional way but no teacher concentrated on functional grammar.
3. The participant-teachers taught only formal grammar.
4. All participants said that they used inductive method while teaching grammar. But this was not true.
5. They said they provided opportunity for learning grammar, but actually they gave less opportunity to learn grammar.

6. All the participants said that they presented grammar item in different ways and combinations. Only some of them created relevant situations, used charts, pictures, etc.
7. No participant provided opportunity to students for explicit discussion of grammar rules.
8. Some of the participants gave practice to learn grammar items. A few gave oral and written practices.
9. All the participant-teachers presented only one item at a time.
11. Every participant-teacher evaluated his or her grammar ability in different ways.
12. No participant-teacher set objectives to teach grammar.
13. Individual correction was used by the participant-teachers to correct the grammar items of their learners.
14. Almost all the participant-teachers taught grammar as prescribed in the textbook.

### **Suggestions**

It is necessary to orient every English teacher about the importance of grammar in language learning. Encourage them to teach functional grammar in the class by using inductive method. Orient teachers to provide opportunity to students to learn grammar in a natural way. Organize workshops for teachers about varied ways of presenting grammar and on how to explain the rules with the help of examples. Grammar is one of the important aspects of language; teacher has to give more practice. Teacher has to use different tasks, activities, and exercise for the grammar item under practice and they should present only one item at a time. Every class teacher should set certain objectives and after the class they have to check whether they achieved those objectives. For effective teaching, orient them to use technological aids in the class. They should give multiple opportunities to learners to learn grammar in addition to what is required in the prescribed textbook.

### **Conclusion**

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Teaching English Grammar: Teacher's Perception and Practice

Grammar is one of the important aspects of language learning. It is necessary to give importance to grammar instruction in secondary school. Teacher perception is a base for their classroom practices. So, it is important for us to find out about the teachers' perception. Based on their perception and practices it is essential to give some suggestions, which help to improve the grammar instruction and classroom practice. This should help the learner to learn the language in effective and efficient ways. So it is the need of the hour to know the English teacher perception and practice and suggest to them to incorporate suitable methods in their regular grammar instruction.

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## Grammar and Grammar Teaching: Changing Perspectives Volume 2

**Editor**  
**Dr. Vathana Fenn**

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### Grammar and Style in Media Language

**G. Sandhya**  
**Dr. V. Bhuvaneshwari**

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#### Abstract

Communication skills are imperative for a successful career. Communication skills are different from fluency skill in the language we learn to speak. A skilled communicator should have excellence in all the four major skills. Communication skills with proper grammar add to the image of an individual. He or she is seen to possess able personality.

English teachers are charged with the responsibility for improving the grammatical skills of students. They can help improve the grammatical skills of students by engaging them in Activity-based grammar teaching through media. Grammar is a problem for our students. Students get nervous if the teacher utters the word *grammar*, so language teachers have to find

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effective means to teach grammar and avoid involving them in gloomy drills and imposing on them rules regarding grammar.

Many grammar-oriented conferences and seminars focus on teaching through media. Media is a combo of print, sound, art, video, and blogs. Media is not only used as an entertaining tool but also as an educational tool which helps the students in their language learning. To make the teaching even more interesting to the students, a teacher can use the most popular, cheaper, a better medium, namely, newspapers. Reading habit, especially newspaper reading, is in decline. Newspapers can be used as an efficient tool to improve the skills of the students. Use of newspaper in teaching will motivate the students and help them to sharpen their LSRW skills.

This paper focuses on the grammar and style used in media language, and on teaching grammar in an easy way using newspapers. The findings of the paper throw light upon the activities which have not been tested upon the students so far in improving their skills.

### **Introduction – Activity-based Grammar Teaching-Learning**

We do not learn grammar to supplement our use of the mother tongue while acquiring our mother tongue. We just adapt our mother tongue by what everyone speaks around us. However when it comes to learning another language formally, we need to study its grammar. To make the grammar teaching more memorable and interesting, the teaching method should include some activities to handle the grammar.

Activity-based grammar learning method fosters active learning among the students. This method is relatively very easy to implement in the classroom to help the students learn the targeted portion, faster and more efficiently. This activity-based grammar learning involves face-to-face interaction, group work, individual activities, and it even includes social skills which involve more activity-oriented training than mere lectures.

These classes which involve such activities may seem to be messy, chaotic and noisy because students will sit in a group and discuss in order to come out with some concrete results.

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Majority of the teachers with the fear of losing control over the class hesitate to take up such activity-based teaching. They end up with lecture mode in dealing with grammar.

It is not advised that the teachers give up the lecture method to teach grammar. But the paper's aim is to weigh the benefits of activity-based teaching vis-à-vis lecture mode to make the lecture method even more effective and interesting. This activity-based learning method is more succinctly presented in the words of Benjamin Franklin:

“Tell me and I forget  
Teach me and I remember  
Involve me and I learn” (Richards 81).

The teaching of grammar to the students by involving them in some activity-oriented exercises has a significant purpose beyond the perception of grammar and production of correct speech since the students learn also preferable communicative activities. As suggested by Franklin, “Involve me and I learn”, the targeted learners will be directly engaged where they themselves play the role to learn the exercises. This method stimulates the students' natural curiosity and it promotes them to learn the required skills.

### **The Role of Media**

Media is now part and parcel of our day-to-day living. Media has made great impact on the English learners. The media supply information to both hearing and visual senses. Radio, T.V, print and web can be well used in classroom teaching.

When web-related technologies, through various types of media, are interlinked in teaching, fruitful results are obtained through such teaching-learning method. Media is not only used as an entertaining tool but also as an educational tool which helps the students in their language learning. It can be used as an effective teaching tool so long as we are not dominated and manipulated by it. The non-English speakers choose media as a tool to learn English through watching English movies, reading newspapers, etc. To supplement this activity-based teaching, media, especially print media, i.e., newspapers can be used as props to help the students in learning.

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## **Newspaper and Language Learning**

Newspaper is a boon to all of us. It is considered to be the most significant resource which enriches our knowledge. The common reason for selecting English newspapers as a suitable teaching tool is due to the fact that these cover a wide range of information from a variety of sources. Leading newspaper are published from many cities, have established circulation, are sold primarily as print copies, their readers are very numerous, and they cover and present matters of current interest. Reading a newspaper on a regular basis is a good habit. It is very common that the students who read newspapers are good in their language skills. Use of newspaper in the ESL classroom helps the students in learning and improving their vocabulary, grammar and reading skills. Harmer reports, “It keeps the students informed about what is happening in the world, so they have an intrinsic educational value” (Harmer 190).

## **Literature Review**

Newspapers can be used as an effective prop in ESL classrooms.

Fenholt (1985) offers numerous activities that are based upon the use of newspapers as a learning resource to develop the skill of the learners. According to “Newspapers in Adult education: A Source Book” (1998) many countries like Argentina, Cameroon, Mexico and South Africa encourage learning through newspapers in order to improve the language skills among the adults. The examples in the *Source Book* include 10 such cases on how the partnership between the educator and the newspapers can play an active role and make the adult education more attractive and helpful.

Carolyn Hunter and Janice McNearney (1988) have framed a series of 12 lessons based on the newspapers for their foundation course. Bill Graham’s “The Tutor’s Toolbox” (1996) contains twenty-five useful techniques for teaching literacy. One among those techniques uses the newspaper for minor reading practices.

In some cases, individual newspapers have their own programs and activities for English learners. According to Chandler (1988), newspapers like “The Tulsa World” introduced a program called ‘Read up’ that combined the use of daily newspaper with the telephone hotline to help the students to develop their reading skills. The Palm Beach Post newspaper provided workplace literacy program that conducted six classes under three different programmes, namely, Adult Basic Foundation, English as a Second Language, and High School Equivalency in preparation for the diploma programmes.

Aiex, Nola Kortner in his article “Newspapers as a Teaching Resource for Adult Learners”, discusses the various methods of using newspapers to make the students learn:

- Using words from the newspaper headlines, ads, sports news or comics as elements to supplement the teaching.
- Using new stories to teach them grammar.
- Asking the students to frame a report on events and happening in class or in school.

### **The Use of Newspapers Remains Stable**

According to the research done by the leading provider of English sources, Kaplan International College, has reported that 75% of ESL classrooms support the students in improving their language skills using newspapers. Surprisingly, it is good to see that newspapers are still in use to supplement the lecture method in spite of having technically equipped classrooms with electronic gadgets such as laptops, i-pads, E-books, etc. The report adds that use of newspaper is still a success because it is cost-effective and portable. Kaplan has undertaken a survey from teachers belonging to 40 different countries and the result reveals that “The New York Times” was the leading newspaper (17%) followed by the British dailies such as The Times (16%), The Guardian (12%), The Metro (1%) and The Daily Mail (6%).

### **Newspapers as an Effective Teaching Tool**

Grundy (1993), in his book “Newspapers” points out that most of our conversation or discussion are based on the knowledge we get through by reading newspapers. Hence, he

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suggests that “newspapers ought to be seen to some degree as the incidental stimulus to a wide range of communicative, integrated activities” (Grundy 8). The use of newspaper on daily basis will help the students to develop their habit of intensive and extensive reading.

In the Indian context newspapers like “The Hindu”, “The Indian Express” and “The Times of India” are very popular among the English learners as they have individual columns which help them to sharpen their skills. The students in both urban and semi-metro areas show interest in reading English newspapers. The urban students show more interest in reading English newspapers when compared to the students from rural areas. The circulation of English newspapers in the rural parts is not widespread. Even though English newspapers may arrive one day later after its date of publication in big cities, newspapers are still the best prop for learning English as these carry valuable information and content in standard style that can be used in ESL education.

The main advantages of using newspapers as prop in ESL classroom are:

- Newspapers offer students materials to read and discuss in English.
- Newspapers improve students’ interest to use English language.
- Newspapers appeal to all grade levels.
- Newspapers promote better understanding of words.
- Newspapers offer less expensive learning materials.
- Newspapers help the teachers to introduce innovative and interesting methods in teaching.

### **Dealing with Different Levels**

The students of all levels can make use of English Newspapers. For beginners, the bold print headlines, advertisement captions, symbols and graphic pictures which are comprehensible can communicate information. At the intermediate level, newspapers expose the students to even more challenging exercises and more complex sentences and content. The students in advanced level can make use of newspapers by skimming some articles, reading the story part and special

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columns. Newspapers offer help for the targeted age group to improve their vocabulary skills. Different kinds of columns in the newspapers such as advertisements, classified sections, stories, editorial section, and reports serve as good examples for writing skill. These items help also to improve social accountability, critical thinking, etc.

### **Ingenious Activities with Newspapers**

With the recent developments in technology, the information that newspapers cover has also become broader and richer. At the same time the language used in the newspaper has become more trendy and appealing. The teachers can frame exercises to enhance the reading comprehension, creativity skills, writing skills, grammar skills, vocabulary skills, etc. In addition to the above said methods that were followed so far in ESL education, I would like to add my suggestions to make teaching-learning through newspapers even more interesting.

### **Fun with Parts of Speech**

When taking classes on parts of speech, teach the students the definitions of all parts of speech and give them newspapers and point out a particular article and ask them to underline the different parts of speech used in the passage using different colours.

### **Phonetic Teaching**

Taking a part of news piece from the newspaper and reading it aloud in the classroom makes students familiar with the new words and their pronunciation.

### **Writing Skill/Flow of Language**

Ask your students to turn to the sports section in the newspaper and ask them to write a brief summary on an sports activity of their interest. The details given below will help the students in their writing skill and improve their language fluency.

TITLE OF THE ARTICLE

NAME OF THE SPORT

FAVOURITE PLAYER NAME

TEAM NAMES AND THEIR SCORES.

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### **Matching the Headlines and the Story**

Give the students a few headlines from the newspapers and a list of short lines taken from the articles and ask them to match the headlines with the short lines (sentences) given.

### **Fill in the Blanks**

Give the students a photocopy of the article they have just read, leaving some blanks for selected words and ask them to fill in the words in the given text. This will improve vocabulary skills.

### **Role Play**

Choose a comic section from the newspaper allotting the students a role related to that and ask them to perform. This will improve the speaking skill of the learners.

### **Report Writing**

Give the students an article from the newspaper and ask them to write a report on that piece. This will definitely hone their writing skills.

### **Movie Promotion**

Ask the students to imagine that they are movie advertisers who are in charge of promoting a new movie. Give the example of a movie from the entertainment column from the newspaper and ask them to design an advertisement that will be apt for promoting the movie.

### **Conclusion**

Even with the availability of the Internet, making use of physical newspapers in ESL classroom is quite interesting to witness. Involvement makes the student to learn and this is proved when newspapers are used. The teachers should encourage the students to read newspapers daily in order to hone their language skills. We need to remember that newspapers have always been a valuable resource for language teachers and learners alike.

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