



**B.Ed. PART I
Semester-I**

**PAPER IV & V (OPTION-I)
(TEACHING OF ENGLISH)**

Section- B

**Department of Distance Education
Punjabi University, Patiala**
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SECTION-B

LESSON No.:

- 2.1. Developing language skills i.e. listening and speaking, brief introduction about the sounds of English, Phonetics and teaching of pronunciation.
- 2.2. Mechanics and Methods of Reading; Letter and non-letter methods, silent and loud reading, intensive and extensive reading and reading for comprehension.
- 2.3. Use of dictionary and thesarus as resources in teaching and learning the language. Grammar its different types and methods of teaching grammar, inductive and deductive.

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**PAPER - IV & V (OPTION - 1)
(TEACHING OF ENGLISH)
Developing language skills
i.e. listening and speaking,
English Sounds, Phonetics
and teaching of
pronunciation.**

LESSON NO. 2.1

AUTHOR : MRS. INDEVIR GILL

2.1.1 Objectives.

2.1.2 Introduction

2.1.3 Developing Language Skills : Listening and Speaking. Brief introduction of sounds of english, phonetics and teaching of pronunciation.

2.1.4 Suggested questions.

2.1.5 Suggested books & web sources.

2.1.1 Objectives

After reading the lesson the students will be able to :

- * Understand the language skills : listening and speaking.
- * Get knowledge of english sounds, phonetics and english pronunciation.
- * Use english sounds and pronunciation correctly in daily speech.

2.1.2 Introduction

Language is bound up with living and this is more true of speech than of other activities. The child learns to speak before he is capable of holding a pen or of translating written symbols into something he understands. Dr. P.B. Ballard, also informs us, "We are ever liable to forget that language is first and foremost a spoken thing, not a written thing. Its appeal is to the ear, not to the eye. Thousands and thousands of year before anybody ever thought of representing sound by visible signs, men communicated with one another by word of mouth. They talked and they listened ages before there was anything for them to read, for in the long history of human race, the invention of writing was an event of Yesterday.

2.1.3 DEVELOPING LANGUAGE SKILLS: LISTENING AND SPEAKING

a. Features of English Pronunciation

PRONUNCIATION means the way of producing the sounds in a language.

For speaking any language, a chain of different sounds forming the words and the sentences is uttered. Words individually are spoken in a different manner but

when in a sentence they are pronounced a bit differently in relationship to one another. The style of speaking may be called pronunciation. Whatever language, a person speaks, it needs to be spoken with proper rhythm, accent and intonation. Only then it will appeal to the listeners. Only then the person speaking it will be said to have learnt the language well. In every language, correct structure of saying it and, then right style of speaking it need to be emphasised. A person with faulty pronunciation often becomes a butt of the public-ridicule. Good pronunciation is an ornament for the speaker and a passport to the cultured society.

The spoken word is the foundation of all languages.

Elementary knowledge of English sounds

Linguaphone Motto: If we compare the various aspects of a language, we come to the conclusion that ear language (spoken aspect) outweighs the eye language (written language). So the spoken aspect of language must be given priority. Generally we find that the teachers as well as the learners lay very little emphasis on this aspect of the language. They ignore it on the grounds that it is not important from examination point of view. But it is an admitted fact that a teacher or learner of a language should never forget that language is to be learnt for its use and not for passing some examination. If somebody feels that only a highly skilled person or a really capable teacher can, learn to speak English like an English man, it is his folly.

We should always have ideals and we should believe that anything can be learnt excellently by making efforts. The study of phonetics helps us to learn accurate pronunciation. In case of mother-tongue we do not need the study of phonetics because we are able to listen to the correct sounds at all times from persons around us, but in case of a foreign language, there are very less chances of listening to the correct sounds. In that case, the study of phonetics helps us a good deal. The study of phonetics is, therefore, of special help to the teachers of English for teaching the sounds of this language. In this regard, H. Champion rightly says, teacher's pronunciation, or whether he is taught how the speech sounds are produced, the teacher's pronunciation of English must not only be correct, it must be based, on something more than the imitation of English sounds. In a word the teacher must know how to produce correctly the sounds of; he must have a knowledge of phonetics". Let us now understand fully, what we mean by phonetics.

2.1.3.1 What is phonetics

Phonetics is that branch of linguistic science which deals with the study of speech sounds. Many experts like anatomists, psychologists, physicians of the throat and nose, teachers of the deaf and dumb and the teachers of voice worked in their research projects and all that led to this linguistic science. Since then it has been known as science of sounds used in speaking. Phonetics has the following advantages

- Training in phonetics helps us to arrive at an accurate and pleasing pronunciation of language.
- It can be used for teaching speech sounds to the deaf.

- Any controversy about the pronunciation of a word can be discussed sensibly in the light of knowledge of phonetics
- It can be used to modify speech habits or to establish new speech habits.
- It helps a person to differentiate the sounds of one language from those of the others.
- It can be used to cure the specific speech defects such as lisping, inability to pronounce various consonants- like 'r' 'h' etc.

b. Teaching English Pronunciation

An English teacher whose pronunciation is not upto the mark is not liked and respected by the society. On the other hand, a teacher with good pronunciation is liked by one and all. Some people might ask whether we Indians can speak English like an English man or, not. The answer is 'Yes'. We can certainly speak English like an English man provided we make sincere efforts for it. Another question crops up that English people have variation in their speaking styles. Which style should we keep as a model before us? The best thing would be to keep R.P. as the model before us.

2.1.3.2 What is R.P ?

R.P. means Received Pronunciation which is a standard model used for teaching pronunciation. It is a variety or spoken English prevalent in Southern England. There is a need of standard model so that there may be a common pattern of pronunciation throughout the world. By keeping different models in view, there will be chaos in spoken English because people coming from different countries of the world will not be able to understand one another properly. In order to overcome such problems, R.P. is considered as the model pronunciation to be followed by one and all throughout the world. It has been accepted as the standard pronunciation. Christopherson's word in his book, 'An English Phonetic Course' are worth quoting. "The existence of dialects raises a problem for the student wishing to learn English. What form of spoken English should be imitated because he obviously cannot imitate them all? Should he try to speak like a Scot or like an Irishman, like an English man from Yorkshire or like one from Devon? No type of English can be intrinsically better than any other nor can any type of English be said to be termed standard English if by that term we mean a form of English which has received the official approval of some authoritative body. No such authoritative body exists. Everyone is free to speak as he likes, but in practice we find that a certain kind of English is more widely accepted as a model than any other. This is the type of English known as Received Pronunciation or as phoneticians often call it "R.P."

c. Choosing a Teaching Model: Criteria for Teaching Model

The learners should listen to B.B.C. news for the radio, take the help of tape recorder, record player etc. Besides, the following two dictionaries should be consulted regularly

1. Everyman's English Pronouncing Dictionary-By Daniel, Jones.

2. Advanced Learner's Dictionary of Current English.

2.1.3.3 Consulting English Pronouncing Dictionary

The Learner will be able to consult Pronouncing Dictionary if he acquaints himself with the phonetic symbols used in the dictionary. The conventional letters a,b,c y, z are 26, and they are made to represent 44 sounds. Naturally some letters are used for more than one sound. That confuses the minds of learners. To overcome the problem, a group of phoneticians from several countries met in 1880 A.D and they devised an alphabet known as the International Phonetic Alphabet. In the phonetic alphabet a symbol always stands for the same, sound no matter how it is used. For 44 sounds, there are symbols of sounds which when learnt Properly, will help to consult the English Pronouncing Dictionary. Let us, therefore, have acquaintance with the sound symbols. Out of 44 sounds, 20 are vowel sounds and the remaining 24 are consonantal sounds. The vowels are further of two types (i) Pure vowels (ii) Impure vowels or Diphthongs.

Vowel- A vowel may be defined as a, voiced sound in the production of which there is no obstruction of the air passage, partial or complete. The air passes freely through the mouth.

Diphthong- The word diphthong is taken from Greek which means double sound. Here we have combination of two vowel sounds. It begins as one vowel and end as another. For example, in the word high (hai) we begin with the vowel sound of (a) and end with something like (i) A diphthong is also called a vowel glide.

Consonant

A consonant may be defined as a sound which is produced with a partial or complete closure of the air passage. The closure or obstruction is caused by one or more of the speech organs.

Let us now acquaint ourselves with the phonetic symbols so that consultation of English Pronouncing Dictionary (referred above) may not remain a problem.

List of Phonetic Symbols

Sr. No. Phonetic Symbols Words in which that sound occurs

1. /i:/ bee, see, key, feel
2. /ɪ/ fit, sit, dit, pit
3. /e/ pet, bet, set, get
4. /æ/ have, had, man, bad
5. /ɑ:/ class, glass, master, half
6. // cot, got, hot; was
7. /:/ Saw, lawn, form, caught
8. /u/ book, hook, took, put
9. /U:/ rule, fruit, fool, boot
10. /ʌ/ son, come, hut, cut
11. // her, bird, earth, work
12. // about, alike, alight, allowed

DIPHTHONGS OR IMPURE VOWELS OR COMPOUND VOWELS

13. /ei/ came, game, cake, day
14. /ou/ loul so, no, hope, boat
15. /ai/ my, fly, time, night
16. /au) lau/house, out, found, how
17. /i/ boy, toy, noise, voice
18. /i/ here, clear, dear, near
19. /e/ air, dare, bare, there
20. /U/ poor, tour

Consonants

1. /p/ shop, pot, pen, pocket
2. /b/ bought, bow, buy, best
3. /t/ teach, tag, toss
4. /d/ dog, day, define
5. /k/ king, back, act
6. /g/ go, leg, get
7. /m/ may, man, aim
8. /n/ now, run, nut
9. /n/ sing, king
10. /l/ live, lamp, like
11. /f/ fine, five, laugh
12. /v/ vivid, vowel, novel
13. // thing/thin, method
14. // these, then, though
15. /s/ sit; place, press
16. /z/ is, praise, deserve
17. /f/ ship, wash, sugar
18. // leisure, treasure, pleasure
19. /r/ red, bread, very
20. /h/ heat, hot, who
21. /tf/ church, match, nature
22. /d}/ jump, jug, june
23. /w/ well, swim, wash.j
24. /j/ yes, yet

The process of producing sound become interesting if we compare the human speech mechanism to a wind instrument. In both the cases, the sounds are produced by stopping or obstructing the flow of air through the enclosed passage. In the case of human mechanism, air is produced by the lungs and is sent to the mouth cavity through the wind pipe. The air passes through the larynx and the pharynx and, then, it comes out through the mouth or the nose or through both. The flow of the air can be stopped at various points along the way. In this way, we produce all the sounds of human speech. Unless air passes through nose, mouth or throat, no speaking is possible. Even for whispering, some air is needed to be passed. The

sound are produced by the meeting of the vocal organs e.g. tongue between the teeth or tip of tongue against the teeth ridge etc. For understanding fully how the various sounds are produced, it is very essential that we have full acquaintance with the various organs of speech.

Organs of Speech

All human beings have the organs of speech. Naturally every body can produce the sounds which are possible in human speech. The different organs of speech:

1. FP-Food Pipe
2. W-Wind Pipe
3. V-Vocal Cords
4. U-Uvula
5. P-Pharynx
6. E-Epiglottis
7. R-Root of the tongue
8. B-Back of the tongue
9. BL-Blade of the tongue
10. F-Front of the tongue
11. L-Lips
12. T-teeth
13. TR-Teeth Ridge
14. HP-Hard Palate
15. SP-Soft Palate

(d) The organs of speech can be divided

- (i) Movable Lips, Lower Jaw, Tongue, Soft Palate, Uvula, Vocal Cords etc.
- (ii) Fixed: Teeth-upper and lower, gum ridge, hard palate, back wall of the pharynx, nasal cavity.

2.1.3.4 Functioning of the Vocal Organs

1. Lungs:- They act as balloons and they force the air through the throat.

2. Wind Pipe:- Air is drawn in and forced out through the tube known as the wind pipe.

3. Larynx: It is to modify the air 'system. The front producing part of larynx is called Adam's Apple.

4. Vocal Cords:- They are like projecting lips. When the cords are stretched open, air passes freely between them and no sound is produced in it is called breath or a voiceless sound. The position of the vocal cords is called Open Glottis. At other times, the vocal cords are drawn across and the passing of air causes vibrations. The sounds, thus produced are called voiced sounds. This position is called Closed Glottis. The glottis is actually the space between the vocal cords. The space may be open, closed, or partly open.

5. Soft Palate: The air passing through the vocal cords enters the mouth. It can go out either from the mouth or nasal cavity just behind the tongue the soft palate is down from the roof of the mouth. This soft palate can go up and come

down. When the air passage to the nasal cavity is blocked and the sound is produced through other cases the sound is produced through the nose, the soft palate hangs down and the air enters into the nasal cavity. For example, the sounds, /m/ and /n/ are produced through the nasal cavity.

6. Tongue: It is the chief articulation organ in most of the speech sounds that is why language is called tongue. The language which is learnt from parents is called mother tongue. By varying its positions, we can produce different sounds. The different parts of tongue are:

- (i) Tip or point
- (ii) Blade-Tip and a little back.
- (iii) The Front (Opposite hard palate)
- (iv) The Back (Opposite soft palate)

Lips: The lips are very important in the production of various sounds. They modify the air stream in a number of ways. There can be various positions of the lips which we can visualise standing before the mirror and by speaking the words key, kay, cat, cow, coat, zoo.

8. Thick hard Palate: It is in between the teeth and the soft palate. The difference between the hard palate and the soft palate becomes clear if we touch the upper part of the roof of the mouth. The hard palate and the front of the tongue by combining can obstruct the air and produce sound like /y/ in 'yes'.

9. The Teeth Ridge (Alveolar Ridge):

It is just behind the teeth and it covers the root of the teeth. The teeth ridge by combining with the tip or blade of the tongue can modify the air. For the /r/ sound in the word 'ran' and /s/ sound in the word 'such', the teeth ridge takes the help of the blade of the tongue.

10. Teeth:-

They are not for biting or eating purposes only. They also modify sound with the help of other organs of speech. By combining the upper teeth with the lower lip, we are able to produce the sounds like /f/ and /v/. The upper teeth and the tip of the tongue help to produce the sound like /θ/ and /ð/ in the words 'think' and 'this'.

11. The Nasal Cavity:- When the soft palate is down, the air passage to the nose opens. So the air enters into the cavity for going out of the nose. That portion of nose is called the nasal cavity. The sounds (m), (n), and (ŋ) are produced through the nose. That is why they are called nasal sounds.

The knowledge of different organs of speech helps the learners of language in the correct production of various sounds. It is with some minor adjustment here and there in our speech organs that we are able to produce different sounds. We can, in this way, produce far more sounds which are required in the learning of any language.

2.1.3.5 Stress

Stress may be described as the degree of force with which a sound or a syllable is

uttered. The speaker has the feeling of a greater energy or force of utterance in stressed syllables than in unstressed syllables. The stressed syllable is often louder than the unstressed syllable. Jones says it is the degree of force with which a speaker pronounces a syllable. Stress is not just decoration of language. It is, in fact, an important part of it. It gives music to the language and makes it clearly understandable. It is, in fact, an important part of it. It is shown by a vertical stroke placed above the stressed syllable.

It is an element of great significance in spoken language since all the syllables in a word are not evenly stressed and all the words in a sentence are not uttered with uniform force. The difference in stress changes the meaning of the utterance. If we take up the sentence, "Neela is my beloved". We have different meanings by the shifts in stress.

Neela is my beloved (only Neela, not some one else)

Neela is my beloved (who do you deny it ?)

Neela is my beloved (Not yours)

Neela is my beloved (Nothing else than beloved)

KIND OF STRESS

1. Word Stress

Word stress means stress on a syllable or syllables of a word. Sometimes a word consists of one or two syllables and, sometimes, even more. The stress can be either on the first syllable or the second syllable or on both e.g.

- (i) Stress on the first syllable: 'Doctor, 'carry, 'sister, 'damage.
- (ii) Stress on the second syllable: A 'gain believe, mistake.
- (iii) Stress on both the syllables: 'Six 'teen, 'nine 'teen
- (iv) Words of three syllables with stress on the first 'holiday, Photograph.
- (v) Words of three syllables with the second syllable stressed dictation to 'morrow be 'ginning.
- (vi) Words of three syllables with the third syllable stressed afternoon, under 'stand.

There is another degree of stress which is called secondary stress. It is found in a word of three or more syllables. It is mid-way between strong and weak stresses. We usually mark it with a stroke below the line : For example, examination, preposition.

In the case of some words, the effect due to the shift in stress is worth nothing. If we stress the first syllable of the word, it is a noun and if we stress the second syllable, it becomes a verb. For example.

Nouns: "Practice", Insult, 'Increase, 'Rebel.

Verbs: Prac'tise, In'sult, Increase, Pro'gress, Rebel:

The stress is single in the case of compound words where the first element is a present participle e.g. 'dining-room', drinking water, 'walking stick.

The stress is double in the case of compounds of two nouns where the first noun shows the material of which the second is made, or where the two nouns show the

different characteristics of the same person e.g.

'Iron-'table, 'Silver-'stool, lead-'pencil, Woman-'teacher, 'boy-'scout, 'lady' doctor.

Sentence Stress

Sentence stress means stress on a particular word or words in a sentence. There are no set rules to determine which word is to be stressed. In normal speech, nouns, principal verbs, adjectives, adverbs, demonstrative and interrogative pronouns are generally stressed while the words such as prepositions, articles, conjunctions, auxiliary verbs are not stressed. So they have weak forms. For example

'Bring me a 'book.

The 'girl on the 'stage.

We want to take 'tea

In the above examples, we notice that some words are stressed while others are not. When the word is stressed, it is in strong form and when not stressed, it is in weak form. The words 'but' and 'can' when stressed are pronounced as bnt and kaen and when unstressed as in the phrase 'but I can' go (bat' ai k an gou) they become

'bt' and kn'

Strong and weak form are noticed in the spoken form of a language. So it is essential for us that we should realise their importance. Whether a word is pronounced in the strong way or in the weak way depends on the kind of the sentence in which it occurs. Here are some very common words which have strong and weak forms.

2.1.4 Suggested questions

1. Discuss the English sounds with suitable examples.
2. Discuss the functioning of organs of speech.'
3. What is stress? Discuss its two types with suitable examples.

2.1.5 Suggested Books and Web Sources

1. The teaching of written English : P. Gurrey
2. Modern Teaching of English : Bhatia, Achla & Kaur, Ravjeet. (2011).
3. Teaching & Learning English as a Foreign Language : K.K. Bhatia
4. Techniques of Teaching English : Deepika Lamba, Yogita Joshi, Surjit Singh
5. Teaching of English : Dr. S.K. Nanda, Vipin Nanda
6. Teaching English to beginners : L.R.H. Chapman
7. Teaching English : A.W. Fisby.
8. Principles of Teaching English : S. Venkateswaran.
9. Methods of Teaching English : K.R. Venugopal.
10. Teaching of English : Y.K. Singh (2005)

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1. www.wikipedia.com.
2. www.google.co.in.
3. www.archive.india.in.
4. www.linguistlist.org.
5. books.google.co.in

**B.Ed. Part - I
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**PAPER - V & VI (OPTION - 1)
(TEACHING OF ENGLISH)
Mechanics and Methods of Reading; Letter and non-
letter methods, silent and loud reading, intensive and
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LESSON NO. 2.2

AUTHOR : INDERVI R GILL

- 2.2.1 Objectives.
- 2.2.2 Introduction
- 2.2.3 Mechanics and Methods of Reading : Letter and Non-Letter Methods.
- 2.2.4 Types of Reading
- 2.2.5 Reading for comprehension.
- 2.2.6 Suggested Questions.
- 2.2.7 Suggested Books & Web Sources.

2.2.1 Objectives.

After reading the lesson the student will be able to :

- * Understand the meaning of reading.
- * Get the knowledge of various methods of reading.
- * Understand the types of Reading.

2.2.2 Introduction

Language learning involves four skills :

1. Listening
2. Speaking.
3. Reading.
4. Writing.

In general, reading may be defined as a process which helps to:

- (i) decode, identify and decipher the print words
- (ii) Pronounce the words in print with proper stress, intonation and rhythm.
- (iii) and last but the most important aspect i.e. understand, interpret and guess the meaning of the text.

2.2.3 Mechanics and Methods of Reading : Letter and Non-Letter Methods

Importance of Reading

The four language skills listening, speaking, reading and writing are interlinked. Good reading depends upon practice in listening and speaking, while good writing depends on practice in all the others.

According to E.W. Menxel, there are three main sources through which new facts

and relationships become known to us:

- (a) Through direct observation;
- (b) Through conversation with others; and
- (c) Through reading

Generally, we get few opportunities for observation. Also, we do not have enough people who can inform us through conversation. So we are mainly dependent upon reading. Bacon was right when he wrote, "Reading maketh a full man...." In the words of **O.Jesperson**, "The pupils should be occupied with the text repeatedly in such a way that they do not lose sight of the meaning, so that they may thus become so familiar with it at last that they know it almost or entirely by heart without having been directly required to commit it to memory."

In our country, the chances of listening to spoken English and speaking English are very few. Our interest in English is mainly professional or utilitarian. So we need a high proficiency in reading in order to obtain from books knowledge that is profitable to us. Many of us have enough leisure. If we have developed a taste for reading in school days, we shall realise that reading is the best utilisation of leisure time and that books are our 'never failing friends.'

2.2.3.1 Mechanics of Reading

1. Eye span : When a person reads something, his eyes do not move smoothly. They move in a series of jumps with small pauses (fixation) between the jumps. The number of letters we read in one complete movement of the eyes is called the Eye Span. A good reader has longer eye-span than poor reader. The eyes recognise words or phrases during the pauses or short stops of fixations. In his book "The Teaching of English". A.S. Sethi has mentioned the following facts relating to the behaviour of eyes:

- (i) The eyes move from left to right along the line, by short, quick movements and pauses, followed by a rapid return sweep from the end of one line to the beginning of the next one.
- (ii) The eyes pause as a rule, from 4 to 10 times along a line of ordinary length. The first pause, is a short distance from the beginning of the line and the last pause somewhat farther from the line.
- (iii) Individuals vary widely in the number of pauses made in reading specific passages and, as a result, in their speed of reading.
- (iv) The number of pauses made by the same reader varies widely according to the familiarity with the materials, their difficulty and interest.
- (v) Individuals also vary in the length of pause made by them. About a tenth of a second is sufficient for some people.
- (vi) A good reader makes a relatively small number of pauses per line when reading simple materials and proceeds line after line in about the same manner. With difficult passage, the number of pauses per line may be much greater. A poor reader, on the other hand, makes a large number of pauses per line, his pauses are longer, and his eyes frequently go backwards to see again what has

already been read once.

(vii) Individuals also vary in their eye-span. By comparing the number of letter in the line just read, we can get the number of letter a person reads at each pause. This is called the eye span.

2. Word-recognition : New words are recognised if (a) they contain in them more of projecting letters (like f, p, t) than non-projecting letter (like e, u, v). (b) They are not similar in shape and (c) they are similar to words which are already known to the learner.

3. Speed of reading: Speed is also an essential factor in reading. Speed depends upon maturity of the learner and the difficulty of the material. Generally, fast reading is more profitable than slow reading. But for the difficult scientific or technical material, slow speed reading may be better than fast speed reading.

4. Understanding : Activity of reading is useless if the material is not easily understood by the reader. Understanding is hindered by poor eye-movements, task of purpose and the difficulty of material. General intelligence, interest in the subject and rich background of experience help a lot in understand the material.

2.2.3.2 Aims of Teaching Reading

Before 1900, the only aim of teaching reading was word recognition. But this view point has undergone a change. At present, reading is taught to the children with the following aims:

- (a) To develop a keen interest in learning to read.
- (b) To develop accuracy in word recognition.
- (c) To enable the pupils to understand the meanings of words.
- (d) To develop the habit of regular reading for information and pleasure.
- (e) To develop improved attitudes and behaviour patterns.
- (f) To extend the experience of children concerning things within the range of their environment.
- (g) To understand the written material in full from every angle.

When to Introduce Reading?

Reading skill comes at the third place among the four language skills. Listening and speaking skills come before reading. So sufficient practice in listening and speaking skills should be given to children before they are introduced to reading. So linguists have advocated that only oral work should be done for one year. The period of one year may be too much because, in that case, the skill of reading and writing will be completely ignored in the first year of learning English. So it may be suggested that 2-3 months of oral work should follow the introduction of reading. The following factors should be considered in determining the time to be devoted to aural-oral practice:

- (a) Class in which the study of foreign language is introduced.
- (b) Children's ability to understand and imitate the spoken language.

- (c) Ability of the teacher to maintain interest without books.
 Preparatory or incidental reading from flash cards or black board should be under taken when the child has mastered a few basic Structures and, later on, reading from the primer may be introduced.

Problem of Spelling

The learners of English have to face the peculiar problem of English spelling. Max Muller, the famous German linguist, once said that English spelling was a national misfortune to England and an international misfortune to the rest of the world. Our Indian languages like Punjabi and Hindi are phonetic in nature. In these languages, one letter stands for one sounds. On the other hand, English is not a phonetic language, that is, the sound of a word is not the sum total of sounds in different words e.g. letter 'a' has different sound in words 'fat', 'fate' and 'father'. The irregularity of English spelling greatly hinders pupils's fluency in reading.

Problem of Script

Another very difficult problem faced by the learners of English is that of script. English is written in Roman which is quite different from Gurumukhi or Devnagri or Persian script. Again in English alphabet, there are capital as well as small letters but this is not the case with Punjabi or Hindi alphabet.

Like Punjabi or Hindi, English is written from left to right. However, there arises a problem for those learners whose mother tongue is Urdu because Persain script is written from right to left.

2.2.3.3 Preparatory Reading-Materials and Techniques

Preparatory reading means preparing the pupils for reading from books. It starts with the reading of words, phrases or sentences. The following materials and echniques made be used for preparatory reading.

1. Flash Cards: These are simple cards on which some familiar words or sentences are written or some pictures are drawn. On one card, there is picture of an object e.g. a book and on the other card, the name of the object is written. Both the cards are placed side by side and the pupils are asked to read the second card after seeing the picture on the first card.

Flash card can be used for word-building and sentence building. Words are written on flash cards and the endings are placed after each one. The students are required to read the new words. For example:

First Card	Second Card	New Card
read	er	reader
throw	ing	throwing
play	er	player
tea	pot	teapot

Flash cards, with words written on them, are given to the pupils. They are required to arrange them so as to form a sentnce and, then, they are asked to read the

sentence.

2. Black Board: Black-board can be used profitably in introducing preparatory reading to the pupils. Prof. C.S. Bhandari has given the following procedure of preparatory reading by using the black-board.

The teacher draws the picture of a man on the black-board. He writes like this 'his nose', 'his hand', 'his legs' etc. He reads the words from top to bottom slowly, pointing to the parts of the picture and also to the relevant parts of the body of the pupil. He then reads the words in a different order picking these from here or there. He makes the class whisper the words with him. Then he points to a word without reading it and asks an intelligent student to read it. The whole class repeats it. In this way, all the words are read individually and by the whole class. They are not read in any fixed order. Then he rubs off the picture and asks the pupils to read the words. The teacher can also draw certain objects on the black-board and write a pen, a pencil, a book, an egg under them. The teaching of words prepares the ground for the teaching of sentences. The teaching of words prepares the ground for the teaching of sentences. The teacher add 'this is' or 'that is' or 'it is' to the words already taught.

This	is	a	Pen
			Pencil
			Chair
			table
			bench
He	Showed	me	picture
	gave	her	book
			a
She		him	jug
			bag

3. Material Substitution Tables: Substitution tables are very useful for introducing preparatory reading. These should be used when the pupils can read sentences from the flash cards or black-board. Below are given two examples of substitution tables:-

4. Actions:- The teacher performs certain actions in the class and then write sentences on the black-board.

- (a) I am writing
- (b) I am laughing
- (c) I am playing

5. Games: Paper slips are given the pupils on which sentences indicating

various orders are written

- (a) Touch your nose.
- (b) Come to me.
- (c) Open the window.

A Pupil is asked to take out one slip and act accordingly.

Similarly, certain questions may be written on slip. Pupils read the questions and speak out their answers.

Primers:

The next stage after preparatory reading is the introduction of primer. The primer should contain words and sentences which the child has already learnt during Preparatory reading. It should begin with words but, soon after the words, sentences should follow because a sentence is the unit of speech. In the beginning, the words should be short because they can be read easily. These words should be words of regular spelling so that pupils can learn their pronunciation also. At this stage, the reading might be phonic that pupils can learn their pronunciation also. At this stage, his reading might be phonic e.g. r-a-t, rat c-a-t cat and so on. New words should appear at regular intervals in the lessons. A large number of words should not be there in one lesson. The subject matter of the Primer should be in accordance with the mental level of the pupils.

2.2.3.4 LETTER AND NON LETTER METHODS

There are two categories of methods of teaching reading, namely letter methods and non letter methods. Alphabetic and phonic methods are letter methods and word and sentence methods are non letter methods. These methods are discussed below:

1. Alphabetic Method:-

Alphabetic method is the oldest method of teaching reading. In this method, the pupils are first taught alphabet i.e. A, B, C and then, they learn words by combining the letters of alphabet. If they are to be taught to read the sentence 'It will be done line this:

I r-e-a-d a b-o-o-k (book)

This method has the following drawbacks

- (i) It is unpsychological because we never see letter but words.
- (ii) Pupils are not interested in alphabet : They are interested in words and word groups. For nothing and the pupils are not interested in these letters.
- (iii) Sounds of letters of alphabet are not always the same in different words.
- (iv) English alphabet has no letters enough to represent all the sounds. There are only twenty-six letters but forty-four sounds.

Prof. Welton observes, "The Alphabetic Method insists upon a child attending separately to a dog's head, body, legs, tail etc. before allowing it to apprehend & name the animal as a whole."

2. Phonic Method:-

In this method, sounds, are taught alongwith the letter. The sounds of words

are mastered by combining the sounds of various letters.

First of all, vowel sounds are taught. The teacher writes the letter 'a' on the black-board and gives its sound. The pupil repeats the sound several times. The other vowels are introduced and their sounds are repeated several times. After the vowels, the consonants are introduced and their sounds are combined with each of the vowels. Thus, the sound of two letters, and their sounds are combined with each of vowels. Thus, the sound of two letters then three or more letters are practised. Generally, the words are taught in a regular pattern as:

RAT-CAT-BAT-HAT-SAT-FAT and so on.

The following are the limitations of this method:

- (i) A large number of English words have irregular spelling words with different spelling and the same sound create difficulty for the pupils e.g. right, rite, write.
- (ii) Certain words have silent letters e.g. 'k' in knife and 'l' in calm.
- (iii) Uncommon words have to be taught together.
- (iv) As A.W. Frisby says, it encourages the bad habit of reading one word at time.

3. Word Method or Look and Say Method:

A.W. Frisby views, "this method is a piecemeal attack on association of single word-shapes with the appropriate on sounds & meanings." This method is based on the assumption that the word is the unit of thought, The word is learnt not as combination of letters but as a word picture. First of all, common objects and actions are taught with the help of appropriate picture actions. For example to teach the word 'chair', a card having the picture of chair and the word 'chair' written below the picture is shown to the pupils - The teacher points to the word 'chair and then to the picture of the 'chair'. The pupils associate the word 'chair' with the picture of 'Chair' and read the word chair several times, Models of clay or paper can also be used in Place of picture, Action words can be taught by performing actions in the class-room or by showing relevant pictures, P.C. when calls this method. "The One and Only Reational Method" of teaching reading. However, this method has also certain limitations:-

- (i) All the words cannot be taught through this method because it is not possible to have a picture for all the words,
- (ii) The pupil has to burden his memory with it large number of word pictures.
- (iii) There is little to observe similarities and difference among words.

Sentence Method:

According to this method, the unit of thought is a sentence, and not a word or letter because only a sentence conveys the complete sense. Sentences are taught as a whole and not as collections of different words. When the sentences are mastered, they are broken up into words and the words into letters. After learning the sentences, the children soon become aware of the words and, finally, of the letter, of sentences they have read. Thus, in this method we go from

sentence to the letter while in this alphabet method we go from letter to the sentence. W.M. Ryburn is the staunch supporter of this method. He has suggested a few games for the successful application of this method. This method is the invisible unit of thought & language." This method lays the foundation of all the attitudes and skills required for good reading. But this method cannot be used for all types of pupils because every pupil cannot pick up a complete sentence at a time.

Which Method is the Best?

Each of the methods of reading has its limitations. So we cannot say that a particular method is the best one. We should use a combination of methods rather than one method according to the level of pupils. Even then, 'look and say method' may be more useful than other methods when most of the pupils are of average or below average level.

2.2.4 Types of Reading

Alongwith the ability to read aloud, the pupils should be introduced to silent reading. The importance of silent reading may be judged from the fact that most of the reading done by the adult is of this nature. In the words of Mehta, "We all read faster than we, speak and children must' be initiated into silent reading habit as early as possible."

When to Begin Silent Reading

In the opinion of many scholars it is desirable to start silent reading as soon as possible. The right time is:

- (i) When the pupils know the basic structures fairly well.
- (ii) When they can perceive and recognise words.
- (iii) When they can pronounce words.
- (iv) When they can understand the meaning of words.

Procedure

- Step 1 :** The teacher explains to the students the aims of silent reading.
- Step 2 :** He asks the students to read a passage silently.
- Step 3 :** To check, if the students are whispering, teacher takes round of the class. He also supervises the postures of the students.
- Step 4 :** After allowing sufficient time to the students to complete silent reading he asks a few questions on its general contents. If the answers indicate that the understanding is incomplete, the students are asked to read it again to be requestioned.

Ryburn suggests, "He should test what the pupils have gained from what they have read by questioning on the subject matter. Another good way of teaching is to get pupils to give substance of a paragraph they have read."

Training in silent reading is very important because of the following reasons:-

1. This kind of reading intends to create a habit of study whenever the pupil has some leisure time.
2. It saves time as well as energy.

3. The pupils can work at their own speed.
4. The pupils are encouraged to read with comprehension.
5. It initiates self-education and deep study.
6. It helps in the expansion of pupils's vocabulary.
7. Silent reading is quite useful in later life as it is used in public places and libraries.

The following few points must be kept in mind while teaching silent reading:

1. Only those passages should be read which can be understood and appreciated by the students.
2. Necessary instructions should be given by the teacher before silent reading.
3. The paragraph for reading should not be long.
4. The teacher must ask comprehension questions after silent reading.
5. The duration of silent reading should differ according to the nature, of the matter standard of the class and age of the pupils.

Limitations:

1. Silent reading is not advantageous for beginners.
2. The teacher cannot check whether the students are actually reading or not.
3. It does not help in teaching the correct pronunciation.
4. Silent reading is uninteresting.
5. At times the students are unable to understand certain parts of the passage, but they cannot take the help of teachers.

2.2.4.1 Intensive Reading

Intensive reading is a type of loud reading. Its main aim is a detailed study of the lesson and mastery over the language. Intensive study concentrates upon.

- (i) Assimilation of language consisting of study of words, phrases and sentence structures.
- (ii) The study of words includes pronunciation, meaning, spelling and formation.
- (iii) The study of sentences includes grammar, word order and syntax.
- (iv) Grasping of sentences, and
- (v) Getting information

Intensive reading aims at enabling the students to extend their knowledge and command over English by helping them to speak English correctly. Silent reading helps the student in increasing his active vocabulary and develops in him the habit of thinking in English.

Procedure

In teaching Intensive Reading the following procedure may be adopted:-

- (i) **Introduction:-** The teacher must create an appropriate atmosphere in the class by motivating the pupils for receiving new knowledge. Any one of the following methods may be used by the teacher.

- (a) He gives a short introductory talk by explaining the social, cultural, political or and scientific background of the lesson.
- (b) He asks a few questions which are based on the previous knowledge of the students and links it with the new lesson.
- (c) He asks some revision questions. Such questions are asked only if a part of the lesson has been taught.
- (ii) **Model Reading:** After introducing the lesson the teacher reads the passage as a model and not as a matter of routine. He reads the passage with correct pronunciation. stress, intonation, rhythm and pause. Prof. Morris observes, "For a considerable part of a course, It is strongly advisable for the teacher to give a model, reading of the fresh text, exploiting its dramatic possibilities." While teaching poetry, the teacher should repeat the model reading.
- (iii) **Silent reading:** After model reading given by the teacher, he asks the students to read silently. The pupils may underline the difficult words. The teacher should make sure that the students do not move their lips while doing silent reading.
- (iv) **Loud Reading:** Reading aloud is a necessary part of learning English for atleast the first four years of the course. It is important in the first place because loud reading ensures that the pupil correctly associates the spoken word with the printed symbols. Secondly, loud reading acts as an aid and reinforcement of correct pronunciation, stress and Intonation in the speaking of English. The teacher should ask the students to read aloud turn by turn. The teacher should pay attention to the mistakes made by the students and correct them.
- (v) **Explanation:** The teacher explains the passage, new words and phrases by adopting different methods such as:
by giving synonyms, by giving mother tongue equivalents, by using it in sentence or by using appropriate object or picture of the object. By explaining the new words in a proper manner the teacher helps the pupil in enhancing his active vocabulary. Grammar work should also be correlated with the text. The lesson should be explained in English. However, in case of difficult references mother tongue may be used
- (vi) **Question for Comprehension:** After explaining the lesson the teacher asks a few questions from the students. According to F.G. French the purpose of such question is as follows:
 - (a) To ensure that all the students have grasped the general meaning.
 - (b) Too much weightage is given to the language side.
In spite of the limitations of intensive reading it covers most part of the lesson plan. But it has to be kept to the place which is by the side of the very wide course of extensive reading.

2.2.4.2 EXTENSIVE READING

In extensive reading the emphasis is on general comprehension and understanding. The aim is training in reading for information' Extensive reading is also called 'rapid reading', or 'independent silent reading'. Extensive reading means:

- (a) to read silently
- (b) to read quickly
- (c) to understand the subject matter and meaning as quickly and efficiently as possible
- (d) to read without the help of a teacher

According to **Thompson and Whatt**, "The main purpose of extensive reading is the cultivation of a taste for reading and it seeks by encouraging the habit of visualizing what is read to make reading a form of visual instruction."

Procedure for Extensive Reading:

- (i) **Introduction:** The teacher introduces the passage by giving main hints about the passage, the teacher explains the difficult portion briefly and deals with special difficulties of the language.
- (ii) **Silent Reading:** The teacher asks the students to read the passage silently but quickly.
- (ii) **Questions:** In order to judge the understanding of the students the teacher asks a few questions.

As advised by Thompson and Whatt it is desirable to have the following two points in mind while following the procedure of extensive reading.

- (i) The subject matter read must be understood by the students in order to increase interest and
- (ii) The matter should be read speedily otherwise interest will lessen.

Advantages:

- (i) It keeps all the students in a class busy.
- (ii) It increases vocabulary.
- (iii) It helps in assimilation of ideas.
- (iv) It inculcates in students a habit of self study.
- (v) It prepares students for library reading.

Retardation in Reading:

Retardation in reading means slow reading and difficulty in sounding out words. The reasons for retardation may be physiological or environmental. Under physiological, it may be visual or vocal or both. The environmental causes may include poor vocabulary, defective pronunciation and lack of self-confidence. The teacher must keep in mind the following few points in order to help the students.

2.2.5 MEANING AND IMPORTANCE OF READING WITH COMPREHENSION

Reading with comprehension means reading with understanding, After the students have been taught how to read a language, they should be taught how to read with comprehension or understanding. The pupils should be occupied with the text repeatedly in such a way that they do not lose sight of the meaning. They should become so familiar with it that they remember it without committing it to memory. Reading with comprehension is very important because it is real reading. The students can get benefit from reading only if they read with comprehension.

TEACHING READING WITH COMPREHENSION

Reading with comprehension can be divided into four parts:

- (1) Treatment of new words, structures and special : references.
- (2) Proper reading.
- (3) Comprehension questions.
- (4) Vocabulary and language work.

The teacher should attend to these skills in the following ways:

(1) Treatment of new words, structure and special references.

New words, structures and special reference to places, towns and personalities are likely to hinder the comprehension of the reading. Hence the teacher should give the students the required information about all these things before they start the reading of the passage. He should do so by material demonstrations, action and gestures, picture and verbal helps etc.

(2) Proper reading. After the treatment of new words, structures and special references, the teacher should read out the paragraph and the students should listen to him attentively, their books closed. Then he should make another reading while the students listen to his as well as read themselves silently, along with him from their books. This is necessary to make to pupils aware of the pauses and stresses etc.

After it the teacher should give the students an opportunity to read silently the paragraph again by themselves. They will read nowwith full comprehension. It will form in them the habit of making silent reading with comprehension. It can be called proper reading.

(3) Comprehension questions. The teacher should, then, ask questions to know whether or not the students have comprehended the content of the reading. Questions should be framed to test the comprehension of the main ideas of the paragraphs. There can also be questions on the grammatical construction. Then there should be questions on the relationship of facts, because the facts in a good writing are never isolated but interrelated. The success of reading lesson depends mostly upon the nature of comprehension questions. Hence these questions should be as varied as possible, without being superfluous. Pupils should be encouraged to give appropriate and to the point answers. Pin pointed questions

should be asked to get the desired answers. The pace of questioning should be quick and they should be quite natural.

(4) Vocabulary and language work. After the reading of the paragraph has been done and comprehension questions have been answered, there is need of testing vocabulary and language skill by suitable exercises, such as filling the blanks etc. Blank filling can be done for various grammatical constructions in the paragraph. For example, at first all the prepositions may be left blank, then all the conjunctions may be done so. Secondly, the key words can be left blank in order to test the vocabulary just learnt by the students.

Another type of exercise that can be used in this context is new paragraph construction. For instance, the students can be asked to read aloud the paragraph using 1st person pronoun instead of the 3rd person pronoun used in the given paragraph or changing the verbs to plural form instead of singular form in the original paragraph.

The linguists agree on the point that learning a language does not mean learning all the words of that language. Yet it is obvious that if we do not know the words of a language, we cannot speak that language. To understand it, we should understand the nature of words and different levels in each word. We have in English, at least four levels of meanings, which are as follows:-

Level 1 The first level of meaning is the basic content of the words. It means the words as listed and defined in the dictionary. Take for instance the words of this sentence, "The old man carried the small boy on his bicycle."

We know the meanings of the 'words man, 'boy' and 'bicycle' and the kind of things to which they belong. We recognise the action implied in the word 'carried' and we also know that the word 'old' and 'small' refer to qualities. If we do not know the meaning of any word in this sentence, we can look up its meaning in the dictionary. But the dictionary does not tell; the connection of these words to one another and the connection of given qualities to the words.

Level II. The second level of meaning is syntactical or conveyed by the word order. This tells that it was the man who was 'old'. It was the boy who was 'small'. We know all by the word order. We also come to know that it was the man who carried the boy since the symbol of boy comes immediately after 'carried'?

Level III. The third level of meaning is morphological meaning. It is conveyed by the conditions of the words. The condition of the use of words 'man', 'boy' and 'bicycle' shows that one of each was concerned here, otherwise the words 'men', 'boys' and 'bicycles', would have been used. The use of the word 'carried' instead of 'is carrying', 'carries', 'will carry' tells us that the action took place in the past.

Level IV The third meaning is Intonational meaning. The same sentence can have different meanings if uttered differently as regards the rise and fall of the pitch. In the sentence given here its Intonational meaning depends upon the way it

is spoken and the way in which some words are stressed.

2.2.6 SUGGESTED QUESTIONS:

1. Discuss the various methods of teaching reading to the beginners.
2. What materials and techniques are used for preparing pupils for reading from books ?
3. What Materials and techniques will you use for preparatory reading? Discuss any three of them.
4. Discuss the mechanics of reading.
5. Throw light on various types of reading.

2.2.7 SUGGETED BOOKS & WEB SOURCES

1. K.K. BHATIA : TEACHING ENGLISH AS A FOREIGN LANGUAGE (CHAPTER 8)
2. A.L. Kohli : Teachniques of Teaching English. (Chapter 9 and 10)
3. M.S. Sachdeva A new Approach to Teaching of English in India (Chapter 9 and 10)
4. A.S. Sethi : The Teaching of English (Chapter 14)
5. F.C. French : Teaching English as an International Language.
6. R.K. Jain : Essentials of English Teaching.

Web Sources :

1. www.wikipedia.com.
2. www.google.co.in.
3. www.archive.india.in.
4. www.linguistlist.org.
5. books.google.co.in

**B.Ed. Part - I
Semester-I**

**PAPER - IV & V (OPTION - 1)
(TEACHING OF ENGLISH)
Use of dictionary and thesarus as resources
in teaching and learning the language.
Grammar its different types and methods of
teaching grammar, inductive and deductive.**

LESSON NO. 2.3

AUTHOR : INDERVI R GILL

- 2.3.1 Objectives.
- 2.3.2 Introduction
- 2.3.3 Use of dictionary and thesaurus as resources in teaching and learning the language.
- 2.3.4 Grammar its different types & methods of teaching Grammar.
- 2.3.5 Suggested Questions.
- 2.3.6 Suggested Books & Web Sources.

2.3.1 Objectives

After reading the lesson the students will be able to :

- * get knowledge of using dictionary and thesaurus in learning a language.
- * Understand the meaning of grammar.
- * Know the types and methods teaching grammar.

2.3.2 Introduction

While learning a foreign language, one can't have mastery over the entire vocabulary of that very language. An individual during his six year course of English, encounters usually 2500 to 3000 words. Even the teachers teaching teaching a foreign language often find unfamiliar words. The solution to all these problems is a 'dictionary'. A thesaurus is just the reverse of a dictionary. Sometimes we have a situation in our minds for which we are unable to find an appropriate word. For this, a thesaurus is a lexicon in which exact words for certain meaning or situation are given.

Every language has unique set of rules i.e. grammar of its own. Although its study is important in both cases, whether first language or second language but for those who learn a language as second, it is a must. This is because in the process of acquiring the language the native speaker has intuitively interalized. The second language learner thus has to make concious effort to master those respects of the language which account grammatically aspect.

2.3.3 Use of dictionary and thesaurus as resources in teaching and learning the language.

Dictionary :

While learning a foreign language, one can't have mastery over the entire vocabulary of that very language. An individual during his six year course of English, encounters usually 2500 to 3000 words. Even the teachers teaching a foreign language often find unfamiliar words. The solution to all these problems is a 'dictionary'. A dictionary not only tells the dennotative meaning but also connotative and other meaning. In addition to meaning, the grammatical status of the word is also told.

As students know nothing about the foreign language, so they are totally dependent on the teacher for each and every problem or peculiarity of that very lanugage. In such conditions, a good dictionary proves to be a boon as it paves the way to self-reliance and self-learning. Dictionary not only tells the meanings of difficult word but also teaches the learner many other things such as noun, verb, adverb-its forms, conjunctions etc. Not only this, dictionary also solves the problems or confusion related to pronunciation and stress in a word.

In a dictionary the first page usually gives information about abberviations used in it. The Procedure how to consult a dictionary is also available to learners in the begining pages.

DICTIONARIES SUGGESTED.

1. Concise Oxford Dictionary by H.W. Fowler and F.G. Fowler, Publishers: Oxford University Press.
2. The Advances Learner's Dictionary of Current English by, A. S. Hornby, E.X. Gatenby and H. Wakefield, Publishers: The English Language Society and Oxford University Press.
3. Bhargava's Standard Illustrated Dictionary of the English Language (Anglo-Hindi-Edition) Edited by R.C. Pathak Publishers : Bhargave Book Dept., Chowk, Varanasi.
4. PSUTB English - Punjabi Dictionary (Bi-lingual), Chief Editor Balbir Singh Sandhu, Former Chief Editor Attar Singh, Publisher : Punjab State University Text Book Board, Chandigarh.
5. English-Punjabi Dictionary (Bi-lingual), Publishers : Punjabi University Press Patiala.

ADVANTAGES

1. It praves the way to self-reliance and self-learning.
2. It saves from problems related to half knowledge which usually creates embrassing situations.
3. The learners acquire a habit of locating word-meaning from the proper source.
4. It improves pupils' spelling ability as they become careful observrs of spelling.
5. It improves pupils' knowledge of grammar and various parts of speech.
6. The learners learn exact pronunciation of the worlds with it.
7. It proves to be highly beneficial in expansion of vocabulary.
8. Confusion related to stress is removed.

9. Acquisition of vocabulary becomes interesting, easy and natural.
10. The proper knowledge of word-formation and syntax is acquired with it.
11. Pupils learn synonyms and antonyms.

POINTS TO BE KEPT IN MIND

1. Consult a reliable and good dictionary.
2. For learning English, English to English dictionary should be preferred while bi-lingual dictionary should be consulted sparingly.
3. It should be easily accessible, preferably at the study desk of the learner.
4. The learner should keep in mind the purpose of consultation so that time is not wasted in exploring the things which are not required.

2.3.3.1 THESAURUS

A thesaurus is just the reverse of a dictionary. Sometimes we have a situation in our mind for which we are unable to find an appropriate word. For this, a thesaurus is a lexicon in which exact words for certain meaning or situation are given. This provides exactness to the language learning deleting guess work during learning of a foreign language. When an individual is in a fix to have the exact and appropriate word, a thesaurus proves to be a boon. The undoubtedly makes the learner independent and self-reliant. It encourg the habits of self-learning. Ths habit makes the learner fully inspired and self-motivated. It is, fact, a companion book for a dictionary. So, the object of a thesaurus is just the converse of the aims of a dictionary. This gives beautiful and appropriate words for a novel idea to the budding writers and translators. To meet his need of an explorer, the words and phrases of the language are classed in a thesaurus strictly according to their significance, not heir spelling (orthography) or sound.

The thesaurus also help to locate English words, pharses and sentences of another language with perfect suitability, exactness and appropriateness and that too, relating the sense of the original. This helips in preserving the character and the style of its composition. So, it is a wonderful device meant for overcoming situational difficulties of the target language.

THESAURUS RECOMMENDED

1. ROGTT'S INTERNATIONAL THESAURUS and
2. ROGET'S POCKET THESAURUS, Edited by C.O. Sylvester Mawson.

ADVANTAGES

1. It too helps in expansion and enrichment of vocabulary.
2. One can find most suitable, appropriate and exact words for self-expression with it.
3. It provides active mastery over the language.
4. It results in multiplication of ideas and the related words making the learner's active vocabulary effective, exact, reliale and precise.
5. A thesaurus saves time wasted in guessing. Rather it provides reliable

word within no time.

In short, both dictionary and thesaurus are highly useful tools of language leaning in the hands of learners as well as the teachers. This ultimately results in making them efficient, confident and genuine masters of a beautiful foreign language like English

2.3.4 Grammar its different types & methods of teaching Grammar GRAMMAR: MEANING AND DEFINITION

Language is a mark of dignity in the evolution of man. The communication is switched over to listening and speaking with emergence of language. Before it, human beings communicated with signs and cries. The man started reading and writing, then printing and today... with hi tech computers, language has become a tool which is essential for every human activity.

Now what is the place of grammar in a language? In fact grammar is the 'theory of language'. It 's the study of the organisation of words into sentences. *Plato* and his disciple *Aristotle*, enjoyed the credit of analyzing this aspect of the language. The first Latin grammar was written on the model of the Greek grammar. This grammar inspired and motivated the scholars all over the world and became the basis of 'English' grammar.

Every language has a unique set of rules i.e. grammar of its own. Although its study is important in both cases, whether first language or second language but for those who learn a language as second, it is a must. This is because in the process of acquiring the language the native speaker has intuitively internalized. The second language learner thus has to make conscious effort to master those aspects of the language which account grammatically aspect.

There are various approaches to study grammar but before discussing them, let us have a look at what does grammar actually mean and how can it be defined. Grammar is the science of language. It is the study of sentences analytically and terminologically. Experts have tried to define it in various way-There are as follows: According to *Thompson and Wyatt*, "Grammar presents the facts of language, arranged under certain categories and deals only with what can be brought under general laws and stated in the form of general rules."

In the words of *Dr. Sweet*, "Grammar is the practical analysis of a language, it anatomy."

So, it deals with the function of words in a sentence and explains its structural details. It clarifies general rules of syntax or sentence constructions... i.e. the word-order, agreement of the subject and the verb, sequence of tenses, etc. It throws light on the language structure and facilitate correct language learning.

Dr. West has unique approach to it. He says, "Grammar is not a code of rules, it is, like etiquette and table manners, a statement of convention; it summarizes what is done by cultured people and like etiquette, it is in a state of constant change."

L.R.H. Champman says, "Grammar is the study of language by specialists, made in

order to establish the rules and principles which are followed more or less unconsciously or instinctively by the native speakers.”

W.N. Francis on the other hand, gives more detail: “Grammar has three different meanings. The first meaning of grammar- call it grammar I- is the set of formal patterns in which the words of a language are arranged in order to convey larger meanings. The second meaning of grammar,- call it grammar II- is the branch of linguistic science which is concerned with the description, analysis and formalization of formal language patterns. The third meaning of grammar- call it grammar III- is linguistic etiquette.”

2.3.4.1 SALIENT FEATURES OF GRAMMAR

Some peculiar features are enlisted below on the basis of above definitions:

1. Every language has its own set of rules called grammar.
2. It is the ‘theory’ of the language.
3. A language is comprised of meaning, arrangement of words and sentences through grammar.
4. English language is constructed having latin grammar at its base.
5. Grammar involves the study of organization of words into sentences based on certain rules.
6. Grammar is the exploration of characteristics and peculiarities of a language to establish rules and principles.
7. Grammar is not merely a set of rules, it is, like etiquette and table manners of speaking and writing a language.
8. Grammar gives an account of the code rules, facts and peculiarities, arranged in certain categories and stated in the form of general rules.
9. Grammar involves three areas:
 - (i) The set of formal pattern for arranging words of a language.
 - (ii) A branch of linguistic science and analytical aspect of a language.
 - (iii) A linguistic etiquette or norm.
10. Grammar is a major component of language which establishes the relationship between words.

2.3.4.2. AIMS OF TEACHING GRAMMAR

1. To Provide pupils the logic about scientific and theoretical aspect of language.
2. To impart knowledge about the semantics i.e. the types of meaning.
3. To clarify the concepts related to syntax, i.e., structures or English language.
4. To develop reasoning and habit of correct observation among the pupils.
5. To teach grammar in a rule-governed behaviour and not a mere rote learning.
6. To develop pupils understanding about the rules of English grammar through use and practice of its structure.

7. To make them aware about correct patterns of sentences through reason and logic.
8. To enable the students to actualize their ideas in written or spoken form logically and correctly.

2.3.4.3 STATUS OF ENGLISH GRAMMAR IN CURRICULUM

In most of the English medium as well as convent schools, 'Direct method is in trend now a day. There is no place for old methods like Grammar Translation method and Bilingual method. Consequently grammar is disappearing rapidly from curriculum. But in Govt. Schools it still enjoys a central place. Both the extremes are harmful. Grammar should be taught but in a pragmatic manner. It should result in utility in daily life. Following are the things that a teacher should keep it in mind while teaching grammar.

1. Grammar should never be over-emphasised only for the sake of teaching. But its functional part should be taught carefully.
2. Grammar should follow the language, not language following it. Language should not at all be taught giving rules of grammar importance.

C.E. Eckersley admits, "The rules of grammar are like the laws of nature. The laws were not made for nature to obey, but simply a few facts which wise men have observed as to the way nature acts. The grammarian merely examines the language of the best speakers and writers and deduces rules from their use of it."

3. *Ballard syas*, "Formal grammar fails to provide a general mental training, does not enable teachers to eradicate solecism, does not aid in compositions and takes up time which could much more profitable be devoted to the study of literature."
4. Incidental and informal approach of teaching should be adopted for early years. While for middle stage, inductive approach is useful. Afterwards there is no problem in adopting traditional approach.
5. Initially only function of various words should be taught while at later stage more complex analytical studies should be emphasised.
6. First, pupils should only listen and speak the language to have command on it. Afterwards they should be taught grammar.
7. Much practice should be given, especially in case of functional grammar. Only practice would help them to gain fluency in English.

2.3.4.4 TYPES OF GRAMMAR

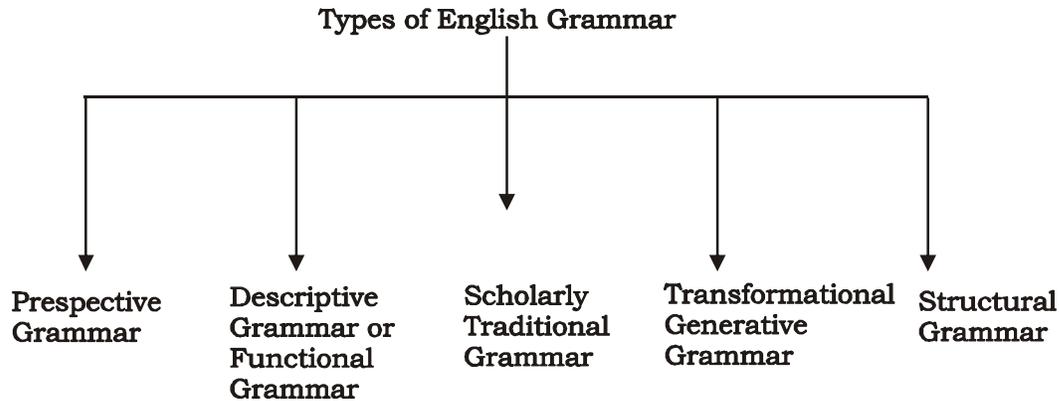


Fig. Types of English Grammar

Above chart reveals five types of grammar as follows:-

1. Perspective Grammar: The traditional old grammar which is highly theoretical and formal one is perspective grammar. Only rules and forms for their own sake are taught emphatically without taking into account their utility in students' life. As we know, language is related to human beings so it is of dynamic nature but rules taught here are age old and static and in this type of grammar, there is no scope of any flexibility in the rules.

2. Descriptive or Functional Grammar: This is just the opposite of perspective grammar. Its concept is new and up to date as it is dynamic and changes according to the needs of environment. So, it does not only describe the rules or forms but the functional aspect of grammar also. It may be stated that if perspective grammar describes everything physically, descriptive grammar describes the behaviour of language.

3. Scholarly Traditional Grammar: The scholars of universities framed this grammar after extensive research. Various bibliographic references, critical evaluation of ancient words and thorough documentation by citation from English literature are some of its peculiarities. But this grammar lacks regularity due to much diversity of information. This is least beneficial to pupils as historical account dominates here.

4. Transformation-Generative Grammar: This is new and developing type of grammar. This type suggests two types of sentences:

- (i) Basic Sentences and
- (ii) Transformed Sentences.

Transformed sentences are derived from the basic sentences whereas the basic one can't be derived from the transformed. e.g.

I am a boy (basic Sentence) and

Am I a boy? or

I am not a boy. (Transformed Sentences)

5. Structural Grammar: *C.C. Fries* Proposed this type of grammar. He was an American linguist and we know that American approach to language is utilitarian, not conventional. So, this grammar emphasizes sentence structures. In fact descriptive grammar gets motivation from this type. But being new and developing type of grammar, this is not a complete system.

Out of these five types, the most popular now a days are: the formal grammar and functional grammar. Al old and Govt. schools with mother tongue as their medium prefer formal one while the public and English medium schools emphasise functional grammar. Now what is the difference between the two? Let us have a look at it.

2.3.4.5 DIFFERENCE BETWEEN FORMAL AND FUNCTIONAL GRAMMAR

Formal Grammar	Functional Grammar
1. The students are taught each and every rule related to grammar Whether useful or not.	1. Here students are taught only useful sentence, patterns, nothing more than that.
2. It is also known as traditional or theoretical grammar.	2. It is known as descriptive grammar.
3. It does not take into account the functional utility.	3. Here Only functional utility in daily life is taken into account.
4. Rules and forms of grammar are overemphasized.	4. Only practical and useful aspects are taught.
5. As it emphasizes rule and theoretical aspect only, so it follows deductive approach. i.e., teaching rules and definitions first followed by examples.	5. Being functional in nature this type follows inductive approach, i.e., first giving examples and then inducing rules or generalisations from them.
6. This is just a mental exercise in which most of the things are abstract.	6. Functional grammar is of concrete nature due to its immediate applicability in speech, reading and writing.
7. Being taught formally, it proves to be difficult and monotonous.	7. Being taught incidently in an informal way, so it proves to be interesting resulting in automatic learning.
8. Rules of grammar are consciously memorized by the pupils.	8. Grammar rules are not memorized but acquired through imitation and practice.
9. It is less helpful to pupils, being theoretical.	9. It is highly useful, being practical.
10. It encourage rote memorization of theory of language.	10. It results in natural acquisition of correct patterns of language

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|--|--|
| <p>11. Every teacher can teach it just by cramming rules.</p> <p>12. As most of the things are just dictated without any utility, it results in passive learning by pupils</p> <p>13. Being a part of rote memory most of the rules are forgotten by pupils in the long run.</p> <p>14. It places high burden on pupils' mind due to excessive use of - memory.</p> <p>15. The practice is ignored due to bulky rules and peculiarities.</p> | <p>without the help of rote memory.</p> <p>11. Its teacher should be an expert having full insight into the grammar.</p> <p>12. Being inductive in approach, pupils play major role in drawing generalizations. For, it results in active learning by them.</p> <p>13. Its effect is long lasting due to its frequent use in daily life.</p> <p>14. As incidental teaching is there, even pupils don't know how quickly it becomes a part of their own language. there is no burden at all on them.</p> <p>15. Much practice is provided to pupils and only practice make a man perfect.</p> |
|--|--|

This comparison is an evidence why modern experts support teaching of 'Functional Grammar'. It has high practical value the reason being.

"It is grammar learnt in speech or in the study of the reader, and of the formal text. A good deal of grammar is absorbed in this way unconsciously by imitation by the pupil. He begins to speak correct sentences without having been told the rules of grammar."

But some scholars strongly oppose the use of this approach in Indian classes particularly.

In the words of Dev Singh, "In the mother tongue which we daily speak, and hear, a great deal of grammar is functionally absorbed; but in a foreign language in which there is a limited scope to speak and hear, no functional or incidental learning of grammar will do for long. It becomes essential to study the grammar theoretically."

2.3.4.5 ADVANTAGES OF TEACHING GRAMMAR:

According to *I.A. Gordon Adnuts*, "Language is the vehicle of our thoughts and feelings and of our stories, whether true or not and grammar is the machinery by which that vehicle is set in motion."

Following are some advantages of teaching grammar:

1. Grammar is essential for thorough knowledge of the nature and theory of a language.
2. It gives systematic knowledge of language.
3. Language is a logical and complex system in an orderly manner only due to

- grammar.
4. Through grammar to language, we proceed from concrete to abstract.
 5. Grammar helps in correct language learning.
 6. It provides a criteria to evaluate the correctness of a language.
 7. It explains the various structures and basic sentence patterns of English in detail.
 8. Knowledge of grammar gives logic and reason to clear any doubt or confusion.
 9. Guessing, on the part of the students, is controlled by the knowledge of grammar.
 11. It provides scientific base to the language.
 12. The knowledge of grammar checks entry of vagueness in the language learning.
 13. All grammatical items must be taught to pupils for complete knowledge of a language because a little knowledge is a dangerous thing.
 14. Grammar is like a skeleton to the body of a language. A body can't stand in the absence of skeleton.

2.3.4.6 LIMITATIONS OF TEACHING GRAMMAR

The scholars today prefer the natural learning of a language through the use and practice rather than memorizing the grammatical items and rules merely. The teaching of grammar is criticized due to the following reasons:-

1. *Palmer says*, "It actually hinders the spontaneous learning of a foreign language."
2. It teaches language in a concrete manner while actually language is abstract as emotions, expressions are involved.
3. Thought and expression have no place in grammar and these are the fundamental things to acquire fluency in a language.
4. It does not facilitate the fluent speech and the writing ability of the pupils.
5. The common errors are not necessarily related to grammar. *Kittson says*, "The notion of the grammatical mistake made by the learner are due to the lack of grammatical knowledge, is wholly false; this is often curiously illustrated in examinations where a candidate will frequently gain marks in one section of the paper by stating a grammatical rule correctly and a little later he breaks the same rule in his composition."
6. It gives only partial knowledge about the language. Grammar has nothing to do with proverbs, idioms, phrases, fluency, phonetics, vocabulary, dialogue and speech.
7. It places extra burden on pupil's memory and it results in passive mastery over language.
8. An expert is required to teach grammar effectively. An incompetent teacher

rather spoils pupil's basic knowledge by teaching grammar ineffectively.

Following scholars have criticized the teaching of grammar.

Jespersns's view are, "Grammar is a set of stiff dogmatic percepts, according to which some things are correct and others absolutely wrong."

While *P.Gurrey* criticizes as, "In secondary schools, the use of parsing (religious teaching) and full analysis is a waste of time compared to the effectiveness of many other exercises."

And *Halliday* admits, "Much of English grammar taught within the old method was pedantic, or archaic even erroneous."

But whatever we say about teaching grammar, one thing is sure, it is a necessary evil to learn a language.

2.3.4.7 METHODS OF TEACHING GRAMMAR

Following are the popular methods for teaching grammar:

1. The Traditional Method
2. The Informal Method
3. The Correlational or Incidental Method and
4. The Inductive-Deductive Method

The Traditional Method: This method aims at giving everything related to grammar in detailed form, i.e. definitions, rules, examples and exercises. The approach followed is deductive and the method, traditional. A text book is used for it.

First of all, the teacher chooses the topic and tells rules and definitions to the students. Then they are given an exercise which is to be solved on the basis of that topic's contents. Same procedure is adopted for every topic related to grammar. The pupils have to memorize all these rules taught to them and practice it in exercises of the text book.

The only merit of this method is that the detail of everything related to grammar is available to them in their books.

Demerits:

- (i) This method proceeds through deductive approach, i.e., from rule to example. While inductive approach is the favourite of the scholars now a days.
- (ii) The rote memory plays the main role.
- (iii) For teaching-learning process three main psychological maxims, i.e. proceed from particular to general, from known to unknown and from easy to difficult are followed but this method violates all these maxims.
- (iv) Everything taught to the pupils has to be memorized by them. It makes this method dull, monotonous and less interesting.
- (v) Practice is also not up to the mark- This is confined to text book exercises only. So, there is no scope for incidental teaching.

Although this method was highly popular in India a few decades ago but these days no sensible and dedicated teacher prefers it due to all the above limitations. All these things lead to the passive mastery over the language and the things learnt are least beneficial in daily life.

2. The Informal Method: The traditional method recommends that grammar should be taught by rules. This method promotes that grammar should be taught by usage. A continuous practice is recommended in this method in all basic skills involved in learning of a language and it is very useful at the early stage. *Suri and Bhardwaj* say, "The informal method connotes teaching of no grammatical rules, but explaining correct usage informally during correction work. The method is a necessity in the early stages when the pupils have not mastered enough of vocabulary and are yet battling with speech."

The positivity in this method lies in the incidental and informal mode of teaching. The children learn by doing. They have no need to cram the rules and generalisations.

Demerits:

- (i) This method is time-consuming and demands hard labour of students as well as teachers.
- (ii) This is unsystematic.
- (iii) This is unsystematic.
- (iv) This is not fit for teaching all rules.

3. The Incidental or Correlation Method: This method discards the rules and formal teaching of grammar. It supports the belief that grammar should be taught incidentally. It means that when pupils are reading text book or translating something or writing a composition, the teacher should give references of grammar here and there. We can't deny the fact that during such incidental teaching, the normal courses of teaching a particular topic is disturbed. This haphazardness creates unnecessary divergence. So, this method is not complete in itself but it a good supplement for inductive - deductive method. After the rules of grammar have been taught, in the grammar period, reference at the proper occasion may be made in the intensive reading or composition period for purposes of further drill and application.

The advantage of this method is that natural type of learning is done by correlation and practical use of grammatical laws while doing activities.

Demerits: This method is criticized on following basis:

- (i) Being in developing stage, this method is not complete in itself. It can only supplement other methods.
- (ii) It disturbs normal course of teaching and creates much distraction.
- (iii) It is highly unsystematic and haphazard.
- (iv) So many grammatical items and bulky text make this method too tough and vague to be followed by tiny tots.

(v) Due to the dearth of language experts, this method can't enjoy complete success.

(vi) It is time consuming.

No doubt many limitations are there, but this method proves to be a boon when used as a supplement to the inductive-deductive method. When taught through inductive-deductive method, the pupils should be taught using the incidental method.

4. The Inductive-Deductive Method:- This method is the most popular and it is also thought to be the best method by majority of educationists. Normally this method is used to teach science. As grammar is a science of language, so it is popularly used for teaching grammar. But *Thompson and Wyatt* says, "Even when the facts are discovered inductively, the knowledge acquired has to be applied deductively, or it is apt to be forgotten for lack of use."

Lets discuss the two different approaches involved in this method:

(i) The Deductive Approach

(ii) The Inductive Approach

(i) The Deductive Approach: A teacher is to teach 'Change the Voice' to the pupils. He starts telling them about the difference between active and passive voice. Then the rules are followed regarding the change of voice and at last it is illustrated with example. This is the normal adopted approach in traditional grammar and grammar translation method which is called deductive approach i.e. telling the rules first then the examples.

So, 'deductive' means from generalization to application, i.e. from law to observation. It states the rules which are illustrated by examples, as in prescriptive grammar. An example of deductive grammar is seen in the old editions of grammar books by *Wren and Martin* or written by *Nesfield*, in which rules with examples and exceptions are given. Lets have a look at its procedure in detail.

Procedure:

Step-I: Explaining Rules: The teacher introduces the topic. Then he defines all the factors involved in that very topic. This is followed by introduction and explanation of the rules or generalizations e.g., While teaching parts of speech, the teacher explains and defines communication and speech. Then gives classification of various parts of speech. Then explains the first part of speech, i.e. noun and defines it, as "it is the name of a person, place or a thing."

Step-II: Application of Rules: Next, the teacher gives examples to show the applicability of those rules. Exceptions are also told if any, e.g. in above case, after defining noun, the teacher writes examples as:-

Bob is a generous fellow (Person)

I love Mumbai (Place)

I keep my table clean. (Thing etc)

So, the teacher explains each and everything to the pupils to clarify the rule.

Step-III: Practice: At last students come in the picture. But they still remain passive however. They have just to learn and memorize the generalizations, rules, and definitions with examples. The practice is done with similar examples to strengthen the rules in the class. Again the teacher keeps giving them the examples and that's all.

Although this method enjoyed supremacy over decades but now a days it is losing its charm.

Limitations:

1. Only teacher plays the active role while the students are just passive listeners for most of the time. They are active only in the end of the procedure.
2. It proves to be beneficial for lower classes only.
3. It results in passive mastery of grammar.
4. It mainly relies upon rote memory of the pupils.
5. As pupils memorize each and everything, they are tired and find this highly boring and uninteresting.
6. A vague situation is created as the teacher teaches with the help of a book for he can't memorize the entire grammar with its rules and application. But such impossible task of memorizing everything is expected from the pupils.
7. Total concepts are not clear to them. Moreover, exceptions add insult to the injury. Ultimately a mess is created leaving pupils on no man's land.-
8. Due to passive mastery, grammar taught by this method is least helpful in pupils daily life speech and writing.

Due to all these limitations, the scholars of today prefer the inductive approach.

(ii) The Inductive Approach: In this approach the teacher proceeds from observations to law, from examples to rules, from application to generalisations e.g. In case of teaching change of voice, the teacher introduces the topic just by writing some sentences on the board. Active sentences are written on one side and passive ones on the other side. The pupils find out the differences and this leads to the definitions of active voice and passive voice.

Procedure:-

Step- I: Presentation of Examples: The teacher introduces the topic with the help of a few examples oriented around the factors involving that topic, e.g. for introducing active and passive voice, the teacher writes following examples on chalk board.

She writes a poem. A poem is written by her. They like sports. Sports are liked by them. etc.

Step - II: Analysing Examples: The teacher makes the pupils analyse those

sentences and find out the differences involving all. He asks them to point out the subject, verb, object etc. Then they are asked to compare the positions of the subject and the object in these examples. They have to point out the changes in verb too.

Step-III: Generalisation: During the analysis with the teacher's help, the pupil themselves become aware of certain peculiarities and conclude themselves. They easily generalize the facts and acquire active mastery over English. e.g. On the basis of examples of **STEP I**, following things can be generalised,

- (a) The object and the subject exchange their positions.
- (b) The new object is preceded by the preposition 'by'
- (c) There is a change in the form of verb. Usually, in passive form, the form of verb is past participle.

Step-IV: Stating Rules: On the basis of the detailed analysis, the teacher tells them that these changes form the rules for changing the active into the passive writing. And this is the point where inductive process ends and the deductive process begins.

Step-V: Verification of the Rules: Then a few more examples are presented by the teacher to verify the rules and clarify the concept. At this point, exceptions are also told if any. After that the generalization forms the basis of the rules for changing the voice.

Step-VI: Practice: The teacher gives example practice to pupils through exercises. e.g., Conversion exercises regarding change of voice are given. In this way, the grammar is taught involving the students at every step resulting in active mastery over language.

This method is highly popular these days except in few schools with mother tongue as their medium. It has following advantages:

Advantages:

1. It proceeds from known to unknown, easy to difficult and particular to general. So, it is a psychological method.
2. Pupils remain active throughout the teaching. Analysing and learning things of their own imparts them a sense of satisfactions, pleasure and confidence.
3. Pupils discover the rules themselves. So, learning is long lasting.
4. It stimulates their power of thinking, reasoning, assimilation and initiative.
5. Active mastery leads to better writing and speech.

Limitations:

If beautiful moon can be criticized for the ugly marks in it, rose for thorns, the source of life, Sun, for heat then his method can also be criticised as follows:

1. This method needs experts and in India there is a dearth of such teachers.
2. This is lengthy and time consuming method.

3. Only active pupils are benefited whereas the slow learners or shy ones remain passive and learn the least. But still it remains the best method ever.

Even P.C. Wren declared it as the best saying. "Teach grammar inductively. Teach English as you would, by actions and practice. The rules show themselves in both and need not be learnt first. Nor need a boy be able to define a football or cricket-bat before he can use one. so why should he define a noun or verb?"

THE FINAL OPINION

Now one gets confused which method to follow as every method has some positive things despite of limitations. As rose has fragrance and sun has energy, so every method has some relevance. Then what to do?

Well, some scholars came forward to show the way. They say that the grammar should be taught informally at the early stage, with inductive-deductive method, incidental method at middle stage and with the traditional method at the higher stage.

Suggestions for Successful Teaching of Grammar

1. The material should be taken from the text book which should be well selected and graded.
2. The teacher should choose the method keeping in mind the mental age and needs of pupil.
3. The strategy should be based on the type and complexity of the task.
4. The lesson should be well planned according to the method followed.
5. Audio visual, pictures, flash cards, gestures and live activities should be a part of the teaching strategy.
6. Immediate feedback and correction work should be taken care of.
7. Enough practice in spoken and written work is must.
8. Its study should be in correlation to the lessons of reader and daily life of pupils.
9. In early sages, a separate grammar book is not recommended. The pupils should learn grammar informally and incidentally.
10. Principle of motivation and feedback should be strictly followed.
11. Grammar should be taught through language, not language through grammar.
12. The teacher should avoid abstract statements of a grammatical principle as pupils find it confusing.
13. Proper attention should be paid on meaning of the structure rather on grammatical points unless they are interfering in the communication of meaning.
14. Grammar should be taught through logic and reasoning. It should not be taught as an intellectual exercise involving rote memory.
15. Functional grammar should be preferred for early stages and formal one for the later stages.

16. The pupils should learn it by use so that it improves their basic skills.
17. The teacher should introduce an inquiring approach to enable pupils analyse grammar at their own level.
18. And last thing is that for evaluation, the objective type tests should be preferred. It should be in the form of exercises.
The keyword is, learning of grammar should be a fun not a burden for the students.

“The study of grammar brings into relief and fixes in the pupils mind a standard of accurate usage, fortifies him against the influence of bad examples by making clear the wrong forms and faulty constructions and thus making clear to the students his limitation of what is correct, more certain, rapid and intelligent.”

We can conclude with the words of McGregor, “If we are to teach the grammar of English realistically and truthfully, then we must, as soon as possible, help our pupils to understand the concept of ‘idiom in language’ because all languages are different in the total means which they employ to convey meaning.”

2.3.5 Suggested Questions

1. What is grammar? What methods would you use to teach grammar to high school students? Illustrate with examples.
2. What is the difference between Inductive and Deductive Methods of Teaching Grammar?
3. What do you understand by ‘Functional’ and ‘Formal’ grammar? How is grammar taught by inductive and deductive methods?
4. What do you understand by ‘prescriptive grammar’ and ‘descriptive grammar’?
5. “It is said that grammar is indispensable to any course in English. But it has to be taught in the right place, the right form, the right measure, and the right way.” Discuss.
6. What is wrong with the teaching of grammar in our school? What methods do you suggest for teaching grammar to pupils in India ?
7. “Grammar should be taught functionally at the lower classes and formally in the higher classes.” Explain.

2.3.6 Suggested Books and Web Sources

1. The teaching of written English : P. Gurrey
2. Modern Teaching of English : Bhatia, Achla & Kaur, Ravjeet. (2011).
3. Teaching & Learning English as a Foreign Language : K.K. Bhatia
4. Techniques of Teaching English : Deepika Lamba, Yogita Joshi, Surjit Singh
5. Teaching of English : Dr. S.K. Nanda, Vipin Nanda
6. Teaching English to beginners : L.R.H. Chapman
7. Teaching English : A.W. Fisby.

8. Principles of Teaching English : S. Venkateswaran.
9. Methods of Teaching English : K.R. Venugopal.
10. Teaching of English : Y.K. Singh (2005)

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