



**INTERNATIONAL JOURNAL OF ENGLISH LANGUAGE, LITERATURE
AND TRANSLATION STUDIES (IJELR)**

A QUARTERLY, INDEXED, REFEREED AND PEER REVIEWED OPEN ACCESS

INTERNATIONAL JOURNAL

<http://www.ijelr.in>



RESEARCH ARTICLE

Vol. 3. Issue.4., 2016 (Oct.-Dec.)

ISSN INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA

2395-2628(Print):2349-9451(online)

**ROLE OF GRAMMAR IN ENGLISH LANGUAGE TEACHING, VOCABULARY ACQUISITION
AND ASSESSMENT**

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ABSTRACT

English grammar is an extensive and complicated set of rules that govern how we speak and write using the English language. Grammar has evolved over many centuries, and the rules change from time to time. Teaching grammar plays a central role in every ESL / EFL teacher's classroom. The topics cover a range from letters and sounds, parts of speech, vocabulary and stories to dialogue and conversation, listening comprehension, reading comprehension and written composition. English language and its usage have become extremely emotive issues in recent years... 'An Introduction to English Grammar' is an invaluable guide to the study of English language in an accessible format. Generally the authors begin with an introduction chapter on the nature of grammar and on the varieties of English and move on to provide an outline description of English grammar. It is to be understood that "Recognizing the goal of the grammar course is to improve students' grasp of English grammar, and not to make students into linguists. Many authors have written streamlined, concise textbooks they avoid getting caught up in details that are interesting to linguists but confusing to students, keeping his steady focus on presenting material as briefly and as clearly as possible. "The present paper examines the role of grammar in English language teaching, vocabulary acquisition and assessment in both the teacher and the taught in the various phases of personal and professional development

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Grammar is essentially about the systems and patterns we use to select and combine words. By studying grammar we come to recognize the structure and regularity which is the foundation of language and we gain the tools to talk about the language system. Grammar is part of the giving the meaning in stages. More specifically, it is part of what the teacher chooses to teach. Grammar is an important part of language learning in order to have a functional knowledge of a language for the students. In other words, they can spontaneously produce language. They must have at least some knowledge about the grammatical constructs

of the language in question. There are several ways in which the teacher can go about presenting grammar to students. In this section we will look at why grammar is often seen in a negative light, how grammar can be taught and whether or not students need to learn grammar at all. Communicative language teaching has brought a renewed emphasis to the role of semantics, especially in the early stages of instruction. The title of the paper also promises an historical perspective. What the teachers do is that they demonstrate the goal of developing learners' functional competence in a second language, the goal of communicative language teaching, is not a new idea: it has existed for at least the past five hundred years. And a look at the history of second language teaching will reveal the characteristics of pedagogy that have been known to promote functional language competence as well as explain why language teachers have not had access to that pedagogy.

"The role of grammar in communicative language teaching" suggests an uneasy relationship between two elements: namely, grammar on the one hand, and communication on the other. In my remarks I hope to dispel some of the misunderstandings that promote its continuing existence. But, before viewing the role that grammar has played in the history of second language teaching, let's first explore the nature of grammar. Linguists define grammar as a set of components: phonetics ,the production and perception of sounds, phonology ,how sounds are combined, morphology ,the study of forms, or how elements are combined to create words, syntax ,how words are strung together into sentences, and semantics or meaning. Because all languages are characterized by these components, by definition, language does not exist without grammar.

English grammar is the body of rules that describe the structure of expressions in the English. English is one of the world's most widely spoken languages. To understand English language correctly you will need to master the fundamental rules of English grammar. English grammar guide is a complete reference on the rules of English usage. Every grammatical rule is explained in clear, simple language with several examples and, when necessary, counter-examples. The grammatical rules covered by this guide are categorized by part of speech. We will find the categories listed below. The interactive animations, exercises and activities have been meticulously designed to enable the learner to attain fluency in the English language. English grammar is not always simple to understand, but by referring to this grammar guide you'll be able to remember the rules and apply them with confidence. If you'd like to test your grammatical knowledge after reviewing the English grammar guide, a complete collection of short English exercises and a thorough English test make that possible. By learning more about grammar, we begin to understand how words combine to form sentences.

The rules and mechanics of grammar are also essential to ensuring that we are pervading the intended meaning, as we explore the sense and contexts of literature. In these books, you'll find introductions that should start you on your way to understanding the rules and mechanics of grammar. There has been a lot of progress in English language teaching since the introduction of Communicative Language Teaching (CLT). This progress has been reflected in the teaching of the four skills, which has moved from the presentation, practice and production (PPP) to pre-, while- and post-stages. However, teaching grammar has lagged behind the integration of pre, while and post stages. Although grammar instruction has recently been associated with contextual teaching Weaver we need to go beyond this movement to bring grammar instruction fully to life and to make it purposeful and communicative.

Highlights of learning correct grammar:

1. Interactive and engaging animations for easy mastery and use of correct grammar.
2. Excellent voice-overs and examples to reinforce learning.
3. Variety of activities giving sufficient practice for proper usage.
4. Designed by English language experts after meticulous research.
5. Comprehensive coverage of grammar topics from basic, intermediate to advanced level.
6. Stories, Vocabulary, and Listening and Written Comprehension for a thorough exposure.

English grammar must be "Charming, amusing, sensible, and modern". A book is a gift of clarity and good humor. Most of us don't know a gerund from a gerbil and don't care, but we like to speak and write as though we did. Grammar is mysterious to each of us in a different way. Some very smart people mess up pronouns,

and there are brilliant souls who can't spell. Grammar is mysterious to each of us in a different way. Some very smart people mess up pronouns, and there are brilliant souls who can't spell.

An Introduction to English Language is on date very important to the students and teachers of English and introductory linguistics, which presupposes no prior knowledge of the sounds, words, sentences and meanings of English. Believing that the best way to learn is through listening and doing, the pack a lively methodology full of worked examples and exercises drawn from a range of discourses..."Teaching students without knowledge of basic grammar and unfamiliar with "traditional" grammar, they concentrate on providing a much needed foundation in Standard English in preparation for more advanced work in theoretical grammar."

Any innovative text is through communication-based introduction to English grammar. Each lesson starts with a dialog or a reading passage which introduces grammar in context. The four language skills areas listening, speaking, reading, and writing are developed through a variety of exercises and activities. Studying grammar is a snap. With clarity and brevity, flash Review for Introduction to Grammar uses crisp, to-the-point language and easy-to-remember summaries to lead you through every key concept and definition.

ELT in the Digital Age: Technology to teach – and learn! Multimedia components have fast become the standard rather than the exception in language learning materials, and modern technology does indeed offer a huge range of opportunities for both the teacher and student. From content-rich DVDs and IWB software to Online Workbooks and resource-filled websites, learning is becoming increasingly varied and electronic. The digital materials for teaching teenagers and adults are more to know on how technology can motivate both students and teachers.

English grammar is tricky. Many of its rules are subject to change, depending upon current trends. Some of these rules are set in stone, while others seem to shift. Grammar rules can often seem contradictory. There are a large number of rules of English grammar. Some basic ones are to use periods at the end of sentences that are statements, use commas to separate items in a list and use exclamation points for sentences that are exclamatory. A sentence always should contain a complete thought and must consist of a subject and predicate. Compound subjects and compound predicates are acceptable, along with compound and complex sentences. Complex sentences should always be combined properly with conjunctions and/or punctuation, such as a semicolon. A complex sentence is a sentence that contains two complete thoughts, or sentences, combined with a coordinating conjunction. Subjects and verbs must always agree in number. Singular subjects require a singular verb, and plural verbs require a plural verb. Singular present-tense verbs typically have an "s" inflection, whereas plural verbs do not. Compound subjects always take plural verbs. Plural nouns typically require an "s" inflection. Possessive singular nouns typically require an apostrophe and an "s" to indicate possession. Mistakes often occur when an apostrophe is accidentally added to a plural noun or is left off a possessive noun.

In active voice, the subject of the sentence performs the verb's action. An example of active voice is the following: The boy threw the ball. In passive voice, the subject receives the verb's action. An example of active voice is the following: The ball was thrown by the boy. Active voice typically makes writing clearer and more interesting. Proper use of commas is essential to writing clearly. Commas are needed to separate items in a series, to separate adjectives that follow one another, and to set off clauses. One type of clause requiring a comma is an adverbial clause. An example of an adverbial clause is as follows: Although the sun was shining, the boy did not want to play outside.

Commas should be used when needed, but it is important not to use commas unnecessarily. Two complete sentences should never be combined with only a comma; this would create a comma splice, which is a serious grammatical error. You can teach English grammar rules by making a list of common mistakes and having students memorize the list. Give them worksheet assignments that go over the rules in a repetitive fashion. Finding ways to expose them to the information many times will help them commit it to their memory. Then, have them applied in their skills by writing essays and reports.

Students of English as a foreign, or second, language need a firm understanding of grammar rules. Gaining this understanding can often be tedious and difficult for students and teacher alike. You can, however, make the teaching process a lot easier by following a procedure whereby you present the meaning and structure of grammar rules in context, allow students to practice the grammar and, finally, prompt students to produce appropriate sentences of their own. Expose the students to example sentences containing the grammar rule you are teaching. When teaching the past simple tense, for example, you might choose to use newspaper articles as these commonly use the past tense. The students must be questioned in a way that will allow them to deduce the meaning of example sentences. When teaching the "going to" structure with an example sentence such as "He is going to eat lunch," for example, ask students, "Does he plan to eat lunch?" "When does he plan to eat lunch?" In this manner you can guide the students to determine that "going to" is used for future plans.

Example sentences which use the grammar rule can be used for teaching on the whiteboard or blackboard. Ask the students to identify the different parts of the sentence. For example if you have written a present perfect sentence on the board such as, "He has eaten," students should identify a subject, present form of "have" and a past participle verb.

When, for example, teaching the grammar rule for the present continuous tense, you might ask each student to write three example sentences using the present continuous, starting with "I am." Far from imparting an aesthetic appreciation alone, the revival of learning was understood to be a practical education. With its emphasis on the study of history, philosophy, and science, the new curriculum was designed to give students access to information necessary for personal, moral, and civic development, while simultaneously developing their second language proficiency in Latin.

There are some problems associated with grammar teaching in general. A set of rules are introduced in a framework for implementing pre-, while- and post-stages to teach grammar.

- Direct grammar instruction is still very common.
- Contextual instructional techniques are not readily accessible to practitioners.
- In most cases grammar instruction is not integrated into the four skills but given in isolation.
- Mostly it is teachers that formulate the grammar rules. Grammar rules will be clearer and be remembered better when students formulate them themselves (inductive learning) than when teachers formulate them (deductive learning).
- Learners need repeated input of a grammar item. Just one grammar presentation is not enough.
- Learners should not be overwhelmed with linguistic terminology.
- Grammar should be taught in digestible segments bearing the cognitive process in mind.

Traditional grammar teaching, for instance, tends to cover the following points in the same lesson: The passive voice with all the tenses,

- All the uses of indirect speech (i.e. reporting statements, negative statements, question forms, imperatives, requests, time expressions, etc.)
- All the forms of a structure (i.e. statements, negative statements, questions, exceptions, etc).

In fact, the study of rules as a prerequisite to language development is conspicuously absent from. Instead, the stress on the acquisition of competence in a second language as a gradual, developmental process; he views the teacher as a guide and model of competence that learners will use. According to linguists, interpretive skills come first, acquired through immersion in the language, exposure to excellent models, and interaction with interesting subject matter. Fluency in oral and written expression develops gradually, as a consequence of exposure to good models and pleasant interaction in the second language. Language ability developed as the message of the day's lesson was negotiated by the learners in a small group setting. They were encouraged to solve problems together as best they could use the teacher as a resource. The study of language, especially in youth, should be joined to that of objects that our acquaintance with the objective world and with language, that is to say, our knowledge of facts and our power to express them, may progress side by side. The best way is to send them to a place where the language that they wish to

learn is spoken, and in the new language to make them read, write, and learn the class-books of the Vernacular School. In teaching, the fact that verb tenses are formed according to a general rule is of utmost importance... To such an extent that ... in the blink of an eye they can distinguish a noun from a verb and the tenses of the verbs. They will soon arrive at the point where they can respond accurately to frequent interrogations by the teacher.

We seem to have a dual tradition in second language teaching: namely, a theoretical stance that views language above all as a rich and complex system of human communication that is best acquired through meaningful interaction with interesting content as opposed to a pedagogical practice that insists on accuracy, explicit instruction in rules, and rote learning of grammatical forms. By discussing the role of grammar, it creates a hope that this teleconference will function as the first of many long overdue steps in clearing up misunderstandings of the type that we have witnessed in the history of our profession and, thus, bring practice more in line with theory, research, and centuries of experience.

Following a review of some common problems, the next step is to introduce a unique approach to teaching grammar. Grammar teaching, like teaching the four skills, should involve pre-, while- and post-stages in an attempt to provide integrated learning environments. In the pre-grammar stage, the teacher should bring grammar instruction to life, stimulate interest in the topic, and raise awareness by providing a reason for learning. The while-grammar stage should facilitate noticing of the new grammar point, and provide meaningful input through contextual examples, pictures, and texts. Finally, the post-grammar stage should provide an opportunity to put grammar to use, and relate grammar instruction to real life situations. The main distinction between the while- and post-stages is that the while-stage involves the clarification of the meaning, whereas the post-stage focuses on the productive aspects of the new structure.

Traditional grammar teaching starts with the teacher's statement of the grammatical point on the board. Integrated grammar teaching is a unique and an authentic approach because it implements the pre-, while- and post-stages. During grammar instruction, teachers should provide meaningful input through context and provide an opportunity to put grammar to use, and relate grammar instruction to real life situations. This is best achieved if grammar instruction is treated in the same way as the teaching of the four skills which involves smooth and organized transitions of pre-, while and post grammar stages.

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