

**ELT TO THE STUDENTS OF ARTS AND SCIENCE COLLEGE PUDUCHERRY****-- A STUDY*****Ms. Rajarajeswari. M<sup>1</sup>****Assistant Professor of English**Department of Science and Humanities**Rajiv Gandhi College of Engineering and Technology**Puducherry**India*[rajarajeswari8@gmail.com](mailto:rajarajeswari8@gmail.com)***Dr K Balamurugan<sup>2</sup>****Associate Professor of English**Bharathiyar College of Engineering & Technology**Karaikal*[englishbala@gmail.com](mailto:englishbala@gmail.com)

**Abstract:** *By acknowledging the importance of grammar, the study throws some light on the ways and techniques for teaching grammar and it is undertaken to find out the reason as to how and why the learners of English fail to acquire the use of English grammar while learning English. This study aims at developing grammatical competence among students. Since, grammar is an inseparable part of language teaching, this study tries to explore the strict confine to the learning on the use of English grammar at the higher secondary level.*

**Key words:** *English Language Teaching, Grammatical Competence & Importance of grammar, Language learning, Second language acquisition*

**INTRODUCTION**

English Language is treated as a second language in India. The study of English was started and in India almost two centuries ago and got the place of curriculum during the British rule, since than English continues to be national link language in India. A language is an important tool of communication to express one's ideas, views and feelings. When an individual comes to know something that he did not know before, there occurs learning. English language in the most likeable language in the world, though it is the second language.

Going back to the history of English Language Teaching (ELT) is just like tracing the history of teaching the history of English Grammar. From the beginning of English Language Teaching, grammar has been taken has the most determining factor in language classrooms. Grammarians and course designers have often devoted sufficient time and space in their philosophies, on what grammar plays in their approach or teaching scheme. Grammar is a branch

of study of language in a particular somewhere between sound and meaning, that is to say grammar is concerned with phonetics and meaning and relates the two. Grammar is used as a touchstone to test whether the language being spoken or written is correct and acceptable or not. No language can be learnt without paying attention to its grammatical forms or structures. Thus, grammar provides the basis for all the languages. Without gaining a considerable command of grammar, one cannot master a language. Linguistic perfection chiefly depends on the mastery of grammar. The importance of grammar is clearly reflected in the English Language Teaching (ELT).

## **ROLE OF GRAMMAR**

Before learning the grammar of any language one should know the full concept of the word 'Grammar' which is needed for the understanding of the subject. Grammar may be termed as 'a descriptive science' which describes the structure of language units such as sentences, phrases, words, morphemes and the functions of these units and relationships with one another. In language, there are certain rules and regulations and sometimes they are specific one cannot violate those rules that are in language.

The role of grammar in foreign language teaching is certainly inseparable from the content. In one or other way, grammar has been always emphasized. A close view of the history of ELT, shows that all the methods and approaches have given considerable importance of teaching grammar. Since grammar is an integral part of language teaching, most of the researchers and linguists demand its corporation into language teaching syllabus.

This chapter will focus on the role of grammar in language teaching. Particularly, this chapter attempts to locate grammar in ESL instruction by discussing some of the important issues related to grammar teaching.

## **LINGUISTICS AND LANGUAGE LEARNING**

Linguistics is a scientific study of the systems/principles underlying human languages. It has two major aims. They are

1. To study the nature of language and establish a theory of language.
2. To describe a language by applying the theory established.

For example, Psycholinguistics is the study of how human beings acquire language and how they use language to understand each other. Sociolinguistics is the study of language in relation to society.

Language pedagogy is as old as the study of languages (what has come to be known as linguistics). In ancient India and in ancient Greece, scholars were interested in the study of

language as well as language teaching and learning; qualities like correctness, clarity, elegance and appropriateness to be cultivated in order to achieve mastery over the language have always interested grammarians and these qualities were used in language teaching.

As M.A.K.Halliday points out, 'language is too rich, complex, subtle and messy' even to be captured in a single theory and so is language pedagogy. There can be several theories and different kinds of linguistic theories. Similarly, there can be different theories and models of language teaching and learning. The meeting ground of various disciplines like linguistics, psychology, sociology etc., is the laboratory what we call the classroom; the process are more controlled in the classroom than in the world outside.

This inter disciplinary enterprise is sometimes called educational linguistics or language pedagogy.

### **MOTHER TONGUE TEACHING/ LEARNING**

The goals of teaching the mother tongue (i.e. the first language) are different from those of teaching a second language. In a true sense, the first language is not taught, but caught; a child picks up the first language from the speaker in the home domain and it is learnt naturally. Learning the first language is like one of the basic instincts which cannot even be suppressed; any normal child (i.e. one without any biological or neurological defects) will learn how to listen, understand and speak the language that is used in his/her social environment. Linguistics says that the innate language learning ability of the human mind enables the child to learn the language by constructing the grammar of the language in his/her mind in natural way.

Listening and speaking in the first language are natural processes but not reading and writing; only when the child goes to school or is taught by someone, he/she learns how to read and write. The goals of teaching the first language may be:

- a) teaching (and learning ) how to read and write;
- b) teaching (and learning ) the 'standard language' (the child may have learnt a dialect used in his/her home, social environment ) and its varieties (i.e. register, style, etc):
- c) teaching (and learning ) the literature of the first language and through it the culture and literary heritage and value system of the language community.

### **FOREIGN LANGUAGE TEACHING**

Many foreign languages are taught in India e.g. French, German, Spanish, Japanese and so on. For example, French or German is taught to a Punjabi-speaking learner, the goal is limited. The learner is not going to use French or Germany, for day-to- day communication in India; if he/she goes to France or Germany, he/she has to use the language in its own cultural context. So, the literary or cultural factors is the dominant one in foreign language

learning/teaching and the 'instrumental' or secondary communicative function is rather limited or minimal. In FLT (Foreign Language Teaching) the cultural aspects get the focus.

EFL is the abbreviation used for teaching English AS A Foreign Language. During the early day of English Education In India, English was taught and learnt as a foreign language.

## **SECOND LANGUAGE TEACHING**

In teaching a second language for example, English to a Bengali speaker, the goal is instrumental or communicative. The cultural and literary goals are minimized. In the present day context in India, the learner of English may have to use English for purpose of communication (oral or written), in his/her day-to-day life in the office, in the market place, in the bank, and sometimes even in social gatherings. English is used as a secondary vehicle of communication within one's own culture and social context.

Similarly, Tamil speaker may learn Hindi as a second language. Hindi belongs to the Indo- Aryan family of languages and Tamil to the Dravidian family; but both are used with – in the cultural context of the Indian sub-continent. English, on the other hand, though an Indo-European language, is somewhat different in the degree in which it is related to India's culture. English is not as intimately interwoven with the culture of the Indian sub-continent as Hindi or Bengali or Tamil, the rural texture has not taken English as part of its mental make up still, English is different from French or German or Italian, on the one hand and Hindi or Malayalam or Gujarati, on the other. English has a unique status – it is neither Indian nor foreign. That is why the constitution treats it as an 'Associate Language'.

## **ENGLISH TEACHING/ LEARNING IN PUDHUCHERRY**

Though English is learnt as a second language in Pudhucherry, it plays a vital role in the society. Among the three languages Tamil, English and Hindi. English is a more acceptable lingua franca than Hindi because people of Pudhucherry have their own bias towards Hindi. English is a compulsory subject of our educational system. In the state board schools English is introduced from III standard onwards. A student cannot pass even the III standard without learning English whereas he can even complete a degree by studying Hindi instead of Tamil. This shows the high status enjoyed by English in Pudhucherry. The people are aware of the value of English in the international arena and have developed a craze for English Medium Education. This has resulted in the Mushroom growth of Matriculation schools in Pudhucherry. The craze continues right through school to college. Most of the private colleges do not offer parallel medium. Only in Government college Tamil medium is offered as matter of policy.

When a language enjoys socio-economic sanction, as English does in Pudhucherry, it is quite reasonable to expect that students acquire proficiency in it. But, the students of Pudhucherry fare no better than their counterparts from other states in competitive examinations

conducted by the central government. Since English is introduced only (State Board Schools) at the III standard, the students are fully under the grip of their mother tongue i.e., Tamil. They have already acquired the rudiments of Tamil. So they find it difficult to learn a new language in the classroom situation with limited hours of learning.

Another notable fact in that both in the government and private schools the teachers who teach English at the primary level are not necessarily graduates of English literature. In most of the schools it is a kind of one-man show where one teacher handles three or four subjects. This affects the quality of what is being taught. Primary schools are the feeder schools for high schools. So the students studying in the above-mentioned situation carry with them insufficient knowledge of English. By the time they reach high school and college they depend upon bazaar notes and even those who score above 60% in English are not able to use the language efficiently. They know about English but do not know English. The foregoing discussion emphasizes the need for taking immediate steps to improve the teaching of English language at the school level itself.

English has been widely used as the medium of instruction through various ages of the educational process; questions related to specification of model/uses purpose continue to be evaded. **Srivastava Gupta (1984)** in their study of media of instruction in higher education in India report that English continues to be functionally a very potent language. The authors conclude from an extensive survey of recommendations of committees constituted for the purpose of language planning that “the system of higher education is plagued with many internal contradictions” one of them advocating change over from English to Indian languages as medium of instruction while at the same time the gap is widening between the educated elite who owe allegiance to English and the common man whose access remains restricted. A possible reason for this is that though the English speaking Indians form a negligible minority, English is a language most widely in use. **Parasher (1979)** in a study of language attitudes of educated Indian bilinguals found that English was preferred to regional language as the language of higher education. **Vanikar et al., (1985)** reported from a study of source of English available to college students the majority expressed a need to improve their English, and an overwhelming number of vernacular students expressed a desire to associate themselves with those from whom they could learn English, and that they believed that the study of English leads to popularity.

## CONCLUSION

People tend to acquire spoken language easier than the writing language. This is because people first know the spoken before they know the written one and a human child always speaks a language first before he is accustomed to the writing system of his language. The explanation above does not imply that writing or written language is less important than the spoken one. The more cultivated and more technologically advanced a man is the more he is involved in a written form of a language. It means that writing also plays an important role in a modern society.

Writing language is getting more and more essential today. It should be mastered in order to be literate. But, students of senior high school commonly have only little enthusiasm for their writing tasks. Every time they have writing tasks, they feel it is difficult to do. But, they should have strong foundation for their writing skill before entering a higher level of education. So, it is crucial for them to master this skill. In composing a good writing, we should notice some aspects. Grammar is one of the important aspects that should be mastered in order to make a well structured writing. But, writing in different language is not always as easy as writing in our own language since there are some different rules in the writing systems and these differences sometimes make us make errors. That is why; I choose to analyze the grammar exercises in writing. This study primarily deals with the students' English grammar mastery, specifically in writing. Therefore, the main reasons for choosing this topic are the "Grammatical Competence in English."

We know that the strength of a tree lies in its roots. Similarly the strength of any spoken language lies in its **grammar**. So if you seriously want to improve your spoken English, then you have to work on your grammar. Getting a good hold on grammar is required so that you can speak correct English. I have seen many speakers who speak incorrect grammar while speaking in English.

Having a perfect grammar is very hard, but the English grammar used for daily life can be easily attained by going back to your school books for grammar. Have a tight grip over your **Nouns, Pronouns, Verbs, Articles, Adjectives, and Transformation of Sentences Adverbs and Prepositions**.

The English Grammar school books that we thought of as very boring are the best resource for English Grammar available. The topics there are explained in a very descriptive and basic way, so as to help even a child gain confidence in English. Once you have chosen ESL, and then are sure that you have made the right choice.

There are many other ways also to build up your grammar like speak in English, to a teacher, watching English Movies to get the correct grammar usage, etc., you need not be a master for it, but the basic skill set is required. Grammar is something which goes within you and the output is quality English. It defines the basic rules for the English language and must be adhered to.

The way you express yourself during communications gives off hints as to your knowledge and education. The use of correct grammar at all the occasions will cause people to perceive you as a good English knowing person. On the contrary if incorrect usage of English grammar is done, then the impression formed on others is a very poor one and they might take

you to be poorly educated. This explains why we need to go the depths of English and that is grammar itself.

All you need to get started is a good English grammar book and some time to spare everyday for reading and practicing it. The more you get used to working on your grammar, the more your English will automatically improve. This is similar to the fact that if a tree is dying, then the probable reason is the lack of water reaching the roots. So there is no advantage in watering the leaves, but the person has to water the roots. Similarly you need to provide food for the basic requirement of English.

Learning grammar can be boring initially, but once you gain momentum and start learning new rules, it will start to become fun. Remember that the more you learn the more confident you will become.

### **Bibliography**

Halliday, M.A.K. (1970). Language structure and language function. In J. Lyons (Ed.), *New Horizons in Linguistics*, pp. 140-65. Harmondsworth: Penguin.

Hymes, D. (1971). Competence and Performance in linguistic theory. In R. Huxley and E. Ingram (Eds.), *Language Acquisition: Models and Methods*. London; Academic Press.

Krashen, S.D. (1981). *Second Language Acquisition and Second Language Learning*, Pergamon Press: New York.

Parasher, S.V. (1979). Educated Indian Bilinguals: Attitudes to English in *Indian Journal of Applied Linguistics*. (05.02.56-79.)

Srivastava, R. N. (1984). Media of Instruction in Higher Education in India. In J.B. Pride (Ed.), *Language for the Third World Universities*, Bahari Publications: New Delhi.

Stern, H.H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.

Terrel.T. and Krashen, S.C. (1983). *Natural Approach: Language in the classroom*, Alemany Press: Oxford.

Vannikar, R. V. etal. (1985). Crossing Cultural Bridge: A model for mapping the extent of Bicultural Awareness in *Journal of Multilingual and Multicultural Development*.(vol. 6-6.)

Widdowson, H. G. (1978). *Teaching Language as Communication*. Oxford: Oxford University Press.

