



SRI RAMAKRISHNA ENGINEERING COLLEGE

Autonomous Institution, ISO 9001:2008 Certified.
Approved by AICTE and Affiliated to Anna University, Chennai
(All Eligible Courses Accredited by NBA)
Vattamalaipalayam, NGGO Colony Post



COIMBATORE-641022, Tamilnadu, India

www.srec.ac.in

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

Grammar and Grammar Teaching: Changing Perspectives Volume 2

Editor
Dr. Vathana Fenn

Role of Grammar in Communicative Language Teaching

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

Introduction

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

Language in India www.languageinindia.com ISSN 1930-2940 14:4 April 2014

Dr. Vathana Fenn (Ed.) *Grammar and Grammar Teaching: Changing Perspectives Vol. 2*

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

Role of Grammar in Communicative Language Teaching

Communication Strategies

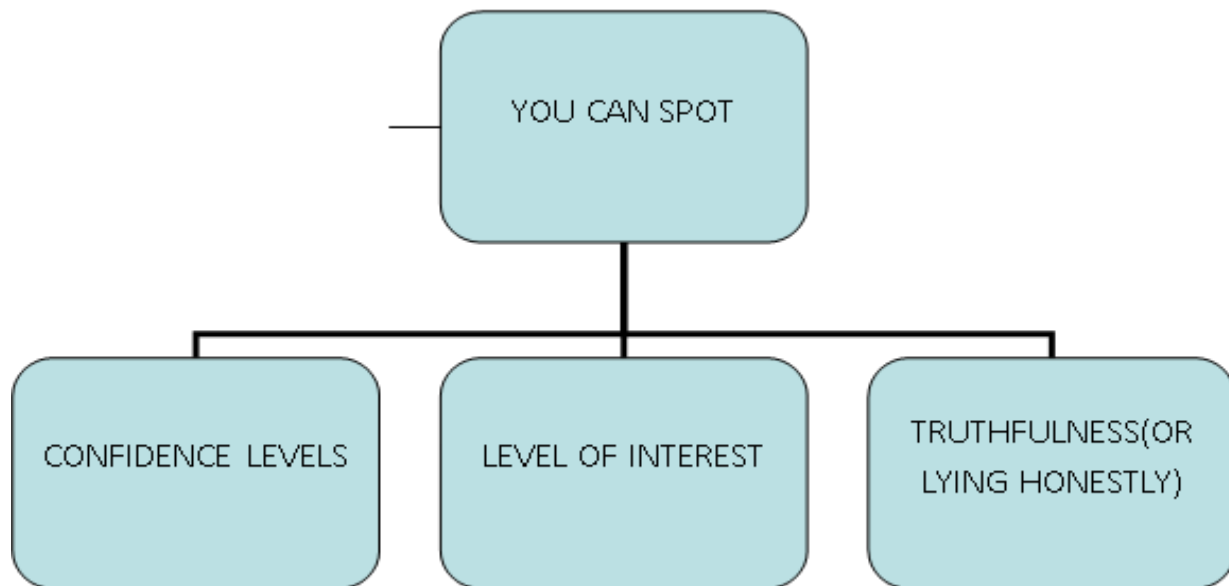
We talk to people face to face, and we listen when people talk to us. We write emails and reports, and we read the documents that are sent to us. Communication, therefore, is a process that involves at least two people – a sender and a receiver. For it to be successful, the receiver must understand the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

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

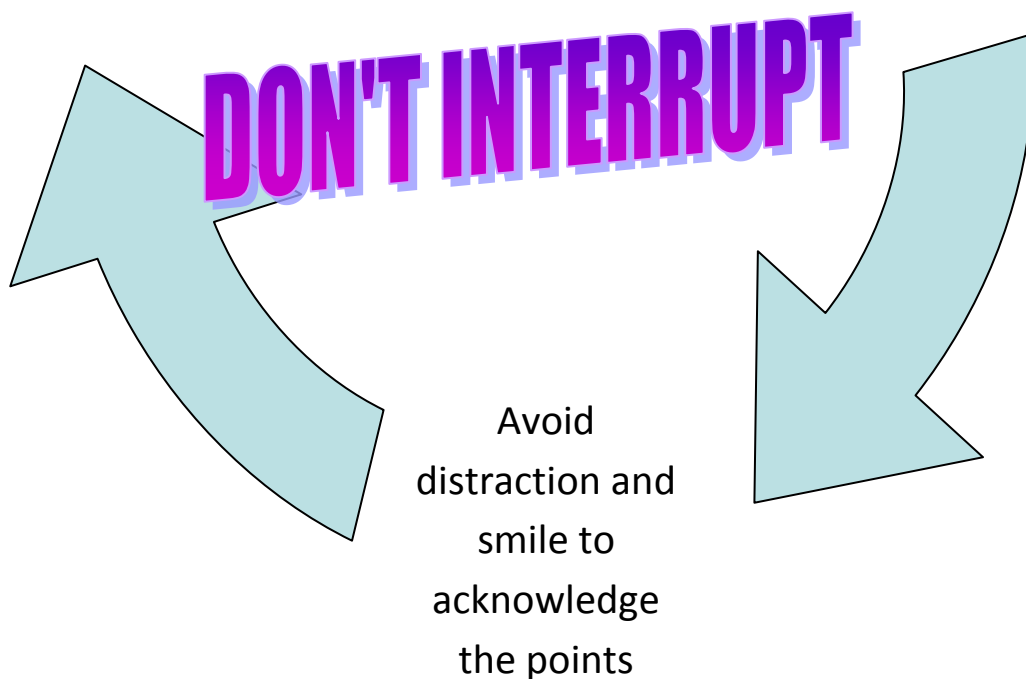
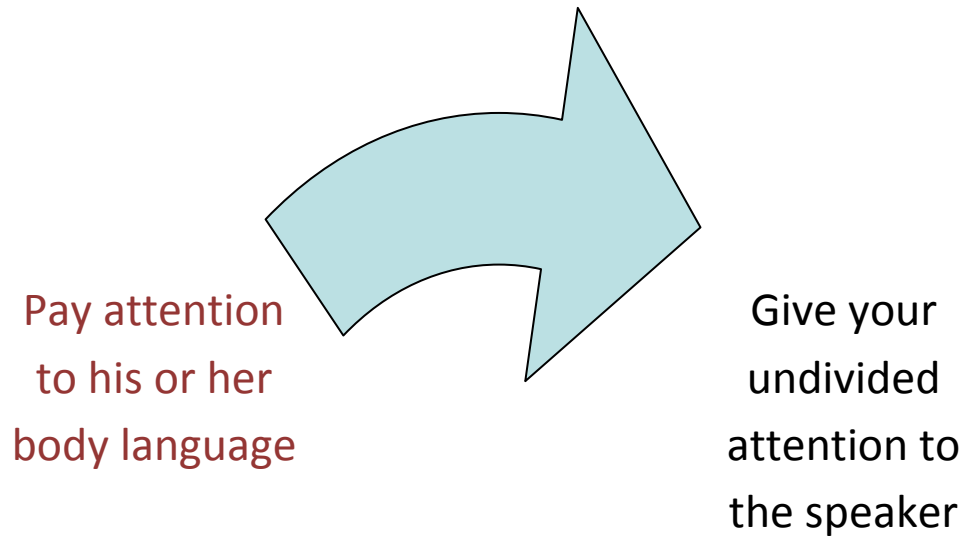
A Few Techniques

A few techniques to enhance communication skills:





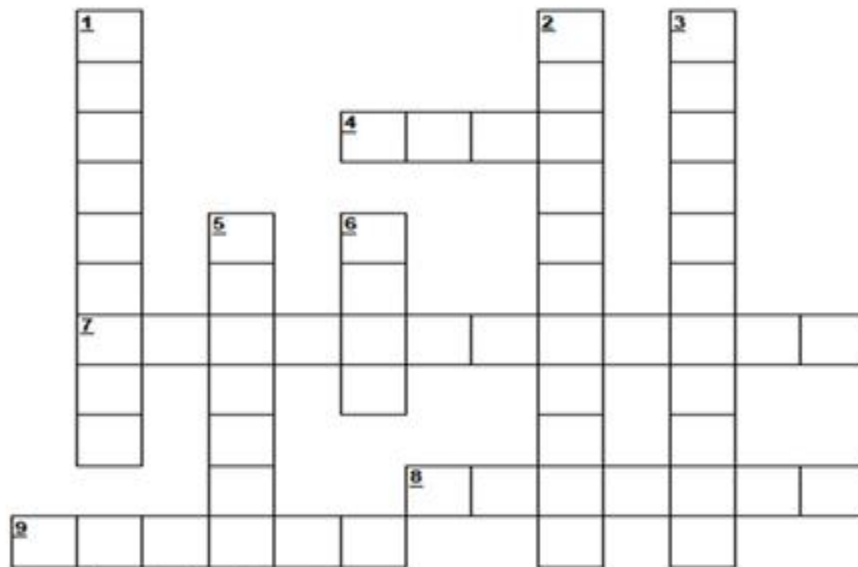
Package for Active Listening



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

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

The Parts of Speech



www.HaveFunTeaching.com

ACROSS

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

DOWN

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

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

Review: Parts of Speech (8)

Language in India www.languageinindia.com ISSN 1930-2940 14:4 April 2014

Dr. Vathana Fenn (Ed.) *Grammar and Grammar Teaching: Changing Perspectives Vol. 2*

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

Role of Grammar in Communicative Language Teaching

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

Spot the Correct Part of speech

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

Conclusion

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

Works Cited & Electronic media

1. myselfspace.net
2. www.ask.com
3. Submitted to The University of the South Pacific
4. Submitted to Bridgepoint Education
5. www.unionps.org
6. www.authorstream.com
7. www.HaveFunTeaching.com
8. www.slideshare.net
9. www.omtexclasses.com

Jayasree S., M.A., M.Phil., M.Ed.
Assistant.Professor & Head
Department of English
Dr. N.G.P. College of Education
Coimbatore - 641048
Tamilnadu
India
jayasree@drngpeducation.ac.in