SRI RAMAKRISHNA ENGINEERING COLLEGE

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Dr. Vathana Fenn

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

Latha Krishnamurthy

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4 C's for Effective Communication

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

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

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

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

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

   The Doctor recommended …………………………………………….

   The teacher guided …………………………………………………..

   The interior designer suggested ………………………………………

4. **Courtesy**

   Rapport can he created if we are courteous in our approach (expect for certain situations)

        May I take your pen ? (Polite)

        Give me your pen (Commanding)

What Should a Teacher Do?

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

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

Importance of Language Lab with Wi-Fi

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

Methods to Conduct Sessions in Language Lab

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

1. Teaching English through "google" web site by "translation Method"

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- Here a topic (simple one to begin with) is chosen. The teacher writes a dialogue and asks the students to hear it in English and get the gist of the dialogue with the help of "translation tool" of "Google."

- **Topic** - Greeting your friend
- E.g. The objective of this dialogue can be –
  i.   Expressions related to greeting your friend.
  ii.   The verb "to be" in present and past tense.
        (Subject – Verb agreement)
  iii. Concept of Nouns/Pronouns.
        (as subject of the sentence)
        Using the same dialogue, changes can be done wrt Nouns, Pronouns, expressions of greeting etc.

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

Topics

1. Asking for directions in a City.

2. Conversation with the officers in "Help desk counter" in the airport.

3. Placing an order in a restaurant (dialogue with the waiter)

2. Through "Role Play"

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

OBJECTIVE

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

3. Types of Sentence Construction

    a) Positive

    b) Negative

    c) Interrogative

    d) Combination types

        i. Subject + Verb

       ii. Subject + Verb + Object

      iii. Subject + Verb + Complement

      iv. Subject + Verb + Preposition + object

       v. Subject [Noun + adjective]

      vi. Subject + Verb + adverb etc.

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

4. Phonetics (Symbol and its pronunciation)

Teach concepts of Vowels, Diphthongs and Consonants

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

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

    a) English to Hindi

    b) Hindi to English

Proper Pronunciation with knowledge of grammar rules is important.

  5. **Give Helpful Hints**

    a) **For pronunciation**

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

b) For Spelling

early   (adjective-positive)

earlier (adjective-comparative)

earliest (adjective-superlative)

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

c) For expressions

Write AD 375 (AD for **a**nno **d**omini) (Not as 375 AD).

but 72 BC (**B**efore **C**hrist)

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

OBJECTIVE

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

7. **Use Audio Visual Aids**
   i. Still pictures i.e. photographs animated pictures (with a situation)
   ii. Audio CD
   iii.DVD
   iv.TV Channels (like BBC)

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

OBJECTIVE

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

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

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

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

a) Root words - Students should use prefix, suffix to these words and understand the meaning.

b) Ask students to find Synonyms / Antonyms of the list of words given.

c) Ask students to form meaningful sentences with the group of words given.

d) Crossword puzzle.

e) Find the word (give hint – the word is a noun)

e.g. The young dog is called p ……..y

f) Construct a paragraph (5 sentences)

I got up at 5 a.m. …………………………………………

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

OBJECTIVE

To improve vocabulary and understand grammar rules.

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

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