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Newsletter Contents

Word of the week: Generative grammars	3
Video: Shaping the Way We Teach English: Module 05, Learner Feedback	4
Susan Ryan's Tip: Syllable Stress in Compound Words	5
Research Article: Survey research: How to develop a questionnaire for ESL/EFL research by David Ockert	8
Research Paper: 'A Pragmatic Approach to the Teaching of Grammar in Indian Context' by Madhuri Gokhale	24
Article: 'Core activities for using the chart to integrate pronunciation' by Adrian Underhill	37
GUIDELINES FOR CONTRIBUTORS	38

Word of the week: Generative grammars

A generative grammar is a set of rules that tries to include all examples of correct language and predict how these will be formed.

Example

The tree structure is important in the context-free generative grammar model. It describes phrases in terms of constituent grammatical parts.

In the classroom

Generative grammars are of limited use to learners and are not meant to be a guide to how to use language. Learners looking for more information about grammar can be supported by grammar usage books, which show how structures are used in language, and by prescriptive grammars, which describe rules.

[retrieved from <http://www.teachingenglish.org.uk>]

Video: Shaping the Way We Teach English: Module 05, Learner Feedback

One important distinction to make when giving learner feedback is that of formative vs. summative evaluation. Formative evaluation is a way of giving students feedback along the way. It is the answer to the questions, “How am I doing so far?” and “How can I improve?”

Summative evaluation includes those kinds of evaluation that summarize a student’s overall performance. For example, the final grade for a course.

In this module, we’ll look at some: * General “Dos and Don’ts” for formative learner feedback. * And, some specific techniques for giving feedback on work that students have produced when the primary focus is on oral skills, and on writing skills.

An innovative offering from the Office of English Language Programs, Shaping the Way We Teach English, is a 14-module teacher training video series developed and produced in cooperation with the University of Oregon.

Watch the video at <http://www.eltweekly.com/elt-newsletter/2010/11/75-video-shaping-the-way-we-teach-english-module-05-learner-feedback/>

Susan Ryan's Tip: Syllable Stress in Compound Words

This week a PhD candidate in linguistics from the University of Malaya wrote and asked me to explain how American English speakers apply syllable stress in compound words. This is an excellent question that comes up frequently. Here is my answer.

The syllable stress patterns for compound words vary. Here are some of the common patterns that we use.

When compound words are nouns such as breakfast or sailboat we typically stress the first part of the word. Here are some commonly used compound nouns. These are stressed on the first part of the word.

* bedroom

* someone

* passport

Compound verbs are usually stressed on the second word in the compound. Here are a few examples.

* outsmart

* overestimate

* understand

In compound adjectives the stress falls on the second part of the compound. Here are some examples of compound adjectives.

* even-tempered

* out-dated

* over-dressed

You'll find some hyphenated compound words with prepositions in the middle. Some of these are stressed on the first part of the compound. Examples include:

* mother-in-law

* son-in-law

* free-for-all

Other hyphenated compound words are stressed on the second part of the compound. Examples include:

* word-of-mouth

* day-to-day

* side-by-side

When in doubt you can always use a paper or online dictionary to find out which part of a word has major stress. Primary stress will be indicated with a bold mark.

The American Heritage Dictionary places the primary stress mark after the stressed syllable but this will vary from dictionary to dictionary.

Susan Ryan is an American English pronunciation teacher and accent reduction coach. She currently lives in South Florida. Read more articles by Susan at <http://www.confidentvoice.com/blog/>

Research Article: Survey research: How to develop a questionnaire for ESL/EFL research by David Ockert

Abstract

Language researchers who wish to conduct research may want to create their own survey to collect the information that they want to write up and publish. This paper explains how to conduct research by reporting the author's development, piloting, administration and analysis of a substantive scale survey for research purposes. A substantive scale uses questions and a scale system (e.g. a Likert scale) to gather data for analysis. The sections of this paper are explained using the author's own research project as an example. The survey was designed to determine whether respondents could be classified as intrinsically or extrinsically motivated. Exploratory factor analysis confirmed the students tended to adhere to one or the other motivational type.

Introduction

To begin a research project survey, there are critical questions that must be answered: How to formulate a hypothesis? How to choose the questions and how many? In what order should they be listed? What type of scale should be used? For example, the most common type of scale is the Likert scale. These generally use a 1 to 5, 6, or 7 numeric systems, which corresponds to a series of answers such as always, sometimes, never, etc. There are more than a dozen different scale types (Alreck & Settle, 2003); however, sometimes a simple Yes/No question will suffice (Stone, 2003).

What are good sources of information to read before designing the survey? Not only are the statistical methods quite complicated and intimidating, but the terminology itself can be difficult to comprehend. Before beginning, have a clear goal. For this research project, I wondered how much research on: 1) Japanese student motivation, 2) pedagogical activity preferences, 3) learning strategies, and 4) the relationships between the three had been done at the tertiary level in Japan. It would have been possible to administer a survey by another author, known as replication, but after a brief literature review, I discovered that this was not always the best choice (Dornyei, 2001), and making one's own survey to suit the learning environment was perfectly acceptable.

Data analysis options should be decided before the development of the survey, since the survey data will determine what type of analysis is appropriate. (Brown, 2001; Dornyei, 2001).

What to do with research findings? Most teacher/researchers hope to publish their findings in a professional journal. In fact, having a proven record of publications on a job applicant's curriculum vitae can make the difference in landing a job or not (McCasland, P. & Poole, B., 2004; McCrostie, J., 2007). There are many journals to choose from on almost any topic.

Terminology and definitions

The terms substantive scale, instrument, and survey are synonymous. An item refers to a question on the survey. The items attempt to measure a construct, which actually refers to a way of thinking that exists within the minds of the participants (Brown,

2001). Therefore, since we cannot actually see a construct, we must test for it and attempt to measure it. Therefore, items are created to measure the construct.

Once the survey has been administered and the data collated, the accumulated results of the test items are referred to as variables, since they now represent the results of several surveys and are analyzed as individual results for each original survey question. More simply, a variable is the quantified means to measure an observable characteristic of a phenomenon (Voelker et al, 2001). For example, item number five on a questionnaire administered to one hundred students will have a total of one hundred different responses. These are all added up and analyzed using any of a number of statistical methods and the result is the answer for variable five for all of the participants.

Before scale construction: Background reading

First, decide on an area in our field that is interesting. Next, begin reading the relevant literature. The literature review serves three purposes: 1) to see if the research question(s) have already been answered; 2) to provide the reader with the necessary background concepts; and, 3) how this prior research supports the present research endeavor. If not the first, then, how has the work done by other researchers lead up to the research questions? The survey for this article was designed to test student motivation; therefore, I read publications by Dornyei (2001), Tremblay & Gardner (1995) and Gardner & Lambert (1959). Since their work has primarily been in English as second language (ESL) environments, and this article's questionnaire was designed

for students in an English as a foreign language (EFL) environment, this was taken into consideration in constructing the instrument.

Research questions and hypotheses

Much research on student motivation of French Canadian learners of English as a Second Language (ESL) has been reported on (Gardner & Lambert , 1959; Tremblay & Gardner, 1995; Noels, et al., 2000).

Regarding extrinsic, intrinsic, and amotivation (unmotivated) orientations, experts generally accept that they are not categorically different, but rather exist along a continuum of self-determination (Deci & Ryan, 2002; Noels, et al., 2003). Ryan and Connell's research (in Deci & Ryan, 2000) tested for "different types of motivation, with their distinct properties" to confirm that they do indeed "lie along a continuum of relative autonomy" (p. 73). This theory has tremendous value for educators, since the notion that motivation lies along a continuum and a person's motivation varies depending on circumstances could help us learn about our learners as persons. Intrigued, I wanted to know if the students in my classes could be divided between an intrinsic and an extrinsic motivational orientation and wrote items that are hoped to be one or the other (Ockert, 2005; 2007).

Questionnaire construction

Questionnaire items

Brainstorming works well to start writing items (Griffie, 1999). However, by reading the instruments constructed by the authors mentioned previously, how statements are worded became clearer. Constructing an instrument to measure a group of learners' motivational attitudes toward language learning remains difficult; therefore, when choosing questionnaire statements for a survey there are some rules to keep in mind according to Stone (2003). These include:

1. Avoid factual statements.
2. Do not mix past and present. Present is preferred.

3. Avoid ambiguity.
4. Do not ask questions that everyone will endorse.
5. Keep wording clear and simple.
6. Keep statements short and similar in length.
7. Express only one concept in each item.
8. Avoid compound sentences.
9. Assure that reading difficulty is appropriate.
10. Do not use double negatives.
11. Do not use “and” or “or” or lists of instances. (p. 288)

Furthermore, in Teaching and researching motivation, Dornyei lists several items from his research, providing a wealth of ideas. Following the advice above, I began writing the survey items (see Appendix).

Next, how many questions are enough to test the hypothesis? To get specific answers to a set of questions requires simple statistical analysis (see below). However, a factor analysis provides groupings of similar questions to test for possible relationships between specific variables. The former may be easier, but finding relationships between variables with factor analysis helps create a stronger and more valid instrument after removing items that do not “fit in”. First, start with more questions than may be necessary and discard those that don’t. Working with my M.Ed. professors, the survey statements were selected using the expert rating approach

(Brown, 2001: 179-80). The first eight are hoped to measure intrinsic motivation and the latter eight extrinsic motivation.

Survey organization and item selection

How much information should be written on the questionnaire? It's best to keep the instructions clear, simple, and concise. As mentioned above, the Appendix survey has two parts: the first eight items are testing for an intrinsic motivational orientation and the second eight are testing for an extrinsic orientation. If the respondents perceive a difference in the two sections and indicate answers differently than if the items were arranged randomly, this would result in a response bias. This occurs when the answers given do not reflect the students' true beliefs as a result of the wording or ordering of questions. Therefore, care should be taken to avoid presenting the questions in a manner that has a "pattern" in order to avoid collecting biased data (Gendall & Hoek, 1990; Lynch, 2007) .

Response and rating scale formats

When using a Likert scale, consider what kind of Likert scale will work best. Originally designed by Rensis Likert (1932), this scale usually consists of four, five, six, or seven points. However, there are advantages and disadvantages to not only the number of choices, but also whether or not the number of points is odd or even. For example, the advantage of an evenly numbered scale is that it removes the neutral answer option, which would tell us nothing regarding a positive or negative attitude toward the survey question or statement (Stone, 2003).

It is necessary to view the item from the perspective of a respondent, and the actual responses from the pilot testing stage (see below) need to be examined carefully. If the item is easily answered with a dichotomous option, then that choice should be available instead. For example, if the answers converge on 1 (never) or 5 (always) of the scale on a specific item, then the other options need not be made available since they would yield little analytical value. It is crucial that the actual responses be analyzed and not just the average (see mean, below). For example, on a five point scale, if the average is 3 the responses may in fact be mostly 1 and 5 indicating that the middle 2, 3, and 4 are of no real value. A Yes/No question format would best suit this item. It's best not to construct a large number of questions and assume from the start that every item will fit into a standard five or seven point scale (Stone, 2003). This requires careful analysis to understand the underlying item data that compose the variable data.

Furthermore, Stone says rating scales should follow a graded response format such as never, sometimes, frequently, always; or none, some, a lot, and all. While this may seem easy, these terms are actually ambiguous: what is the difference in meaning between usually and frequently? Do the terms none and always mean absolutely and without exception? The meaning will differ according to how each participant uses the terms in everyday life. However, rating scales can be made that solicit information without confusion (Stone, 2003). Finally, depending on the analytical method used to sift through the data, what is a minimum number of respondents necessary to have a representative sample? Most experts agree that twenty randomly selected surveys per 1,000 potential respondents is acceptable. Brown suggests 28-30 as being sufficient (Brown, 2001: 74).

Methods

Pilot testing

The survey should be pilot tested with a smaller, sample group before using it for research purposes. By asking native speakers (NS) to review the questions first will assure that the instrument items make sense to your peers; therefore, ask colleagues to review the questionnaire items beforehand. Any ambiguities in the instructions should be found out during the pilot phase. Researchers may also wonder: What about translating the survey into the respondents' mother tongue (L1)? Or should the items be written in both the second language (L2) and the L1? (In this case, English and Japanese). How can researchers handle issues of low L2 proficiency? Certainly it is a good idea to ask a small representative sample group of non-native speakers (NNS) to check the instrument for clarity. Any problem areas that are difficult to comprehend should be corrected and re-checked (Griffee, 1999).

Students

The students (N=104) who took this survey were members of my Communication I class in a private university in Japan. This means they are a sample of convenience and the results may not be applicable to the general population of Japanese university students (Brown, 2006). Most of the respondents were male, so gender was not taken into consideration when analyzing the results. Participation was voluntary, anonymous and had no influence on student grades.

Administering the instrument

For this project, I decided to administer the Motivation Survey to the students in my communication classes. Teacher bias and external validity (see below) were eliminated as negative influences since the respondents were all my students in the same environment.

Statistical analysis

The Statistics Package for the Social Sciences, v13 (SPSSv13) can simplify data analysis. There are several statistical analytical procedures available to interpret collected survey data according to your research objectives. Calculating the average (the mean), determining the most frequent response (the mode), and determining the central cut-off point (the median) are commonly used processing methods (Brown, 2001: 119-21). These are the simplest methods of reporting data. Depending on what information the researcher wishes to report, there are more sophisticated procedures such as factor analysis (see below). When providing the information on the number of students, use (N=???) where N stands for “number”; use SD for standard deviation; for mean, mode, and/or median clearly indicate with M for just one of the three; write out the word otherwise (Kachigan, 1991).

Validity

According to Brown (1998; 1996; 2001) and Nunan (1992), there are several types of validity and ways to test them. We will look at the three most commonly referred to types here: internal validity refers to whether or not the questionnaire is in fact measuring what it claims to measure; external validity refers to whether or not those

persons taking the survey by answering the questionnaire did so under similar conditions; finally, Brown (2001) explains construct validity as the “degree to which the survey can be shown experimentally to be measuring whatever construct you are trying to measure” (p.181). This can be done rather easily with factor analysis (see below).

Reliability

As important as the validity of the instrument is the reliability. Does the instrument measure what it purports to measure in a consistent manner at different times? (Brown, 1988; 2001; Griffee, 1999). In other words, do different groups of persons who answer the survey give similar responses? To test the reliability of the instrument the researcher uses the split-half method known as Cronbach's alpha coefficient of reliability (for more information, see Brown, 2001).

Factor analysis

In order to find underlying relationships between the variables, a multivariate statistical calculation known as factor analysis can be used. Exploratory factor analysis can answer the question, “Will the variables fit together as hypothesized?” (Nunan, 1992; Brown, 2001). Factor analysis will organize the responses in variable groups and analysis of these groups will yield the answer. The survey for this project (see Appendix) was created with the hypothesis that the first eight items measure intrinsic motivation and the second eight measure extrinsic motivation. Ideally, they should “cluster together” in two sets of eight. These “clusters” are referred to as “factors” and

the author gets to name them. The responses clustered together nicely as hoped (see Ockert, 2005; 2007).

Conclusions

As Griffiee (1999) has noted, validation of a survey instrument requires months if not years before administering it for research results. It is a specialized business and should not be undertaken lightly (Nunan, 1992). However, the dedicated pursuit of an answer to a hypothesis remains a worthy goal and provides the foundation for growth and learning in our field, and statistical analysis can help even those of us who are novices gain a better understanding of language learners (Ockert, 2008). Since getting published remains a vital need for most educators, there is no better time to start than the present.

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About Author

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For a simple explanation of factor analysis and how it works please visit <http://www.janda.org/workshop/factor%20analysis/factorindex.htm>.

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Appendix

What is your attitude toward learning English? Circle the number of the answer that best matches your opinion:

1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree

1) I enjoy studying English.					
2) English is important to me because I want to make friends with foreigners.					
3) English is important to me because I want to study overseas.					
4) English is important to me because I want to read books in English.					
5) Language learning often makes me happy.					
6) Language learning often gives me a feeling of success.					
7) I study English because being able to use English is important to me.					
8) English is important to me because I like English movies or songs.					
9) I study English because it will make my teacher proud of me/ praise me.					
10) I study English because it will make my parents proud of me/ praise					

me.					
11) I study English because I want to do well on the TOEIC test.					
12) I study English because I want to do well on the TOEFL test.					
13) In the future, English will be helpful/ useful to me.					
14) English is important to me because I might need it later for my job.					
15) I study English because all educated people can use English.					
16) I study English because I must study English.					

Research Paper: 'A Pragmatic Approach to the Teaching of Grammar in Indian Context' by Madhuri Gokhale

Dr. Madhuri Gokhale works as an Assistant Professor, Fergusson College with Pune, India.

One of the essential aspects of the teaching of any language is the teaching of its grammar. Ur (1988) defines grammar as 'the way a language manipulates and combines words in order to form longer units of meaning' (p.4). There has been a lot of discussion on whether grammar can really be taught or should it be caught by the students. However, there is a general agreement among teachers that a systematic and deliberate teaching of grammar is essential to master a language. This paper focuses on the teaching of grammar at the undergraduate level in the Indian context. Let us begin by talking about the way grammar is generally taught in the Indian classrooms.

Grammar is taught in India right from the first standard to the last year of undergraduate studies. Thus, every student has to learn grammar for about fifteen long years. However, it is observed that in spite of teaching grammar so extensively, students are unable to communicate in English well. Students suffer from English phobia and join courses to develop their linguistic competence even after completing their graduation. Thus, there seems to be a lot of 'teaching about the language' rather than 'teaching the language' in the Indian context.

Generally, the teaching of grammar has been regarded as a highly structure based and formal activity in the Indian context. Thus, in most cases, grammar is exclusively taught for its own sake. The general pattern for the teaching of grammar is to give some rules using a lot of technical terminology, talk about the exceptions to the rules, ask students to solve some exercises that are often mechanical and monotonous and this is the end of the teaching of grammar. Even if the students' performance in a grammar test is fairly good, there is no guarantee of the fact that he would be able to speak and write in English well. Thus, it can be said that in most cases, grammar is taught as an end in itself rather than as a means to an end. Ideally, the teaching of grammar must help our students to produce utterances that exemplify the grammatical rules, but it seems that generally the teacher focuses on teaching the rules of grammar and ignores the communicative aspect of language.

One of the major drawbacks in the teaching of grammar seems to be that it is taught and examined in isolation. It is not taught with reference to a particular context and in relation to language skills. In most cases, the teacher centred approach is adopted while teaching grammar. Since students have to play the role of passive recipients, they feel bored in a grammar class. Naturally most of the students have unpleasant memories of their grammar classes. Students generally dislike grammar as they find it drab and difficult. There is a tendency to believe in the notion that all learning should be serious in nature and so students do not get an opportunity to have fun, laugh with peers and develop a sense of camaraderie with the teacher in a grammar class. In most cases, the deductive approach is used while teaching grammar and generally Standard British English is used as a teaching model.

This approach to the teaching of grammar seems to be linguistically unsound and pedagogically undesirable. It is felt that the teachers of English in India need to seriously think of how they can encourage their students to come out of their shell and enrich their communicative competence as opposed to mere grammatical competence. This paper suggests some of the techniques for the teaching of grammar so as to make the study of grammar an enriching and pleasurable activity for our students.

There is a need to adopt the learner centred approach while teaching grammar. Nagaraj (1996) argues that in the learner centred approach, the teacher is 'just a facilitator- a person who manages the environment and material which will help the students to become autonomous' (p. 44). It must be remembered that though the student is at the centre in this approach, the teacher's role is also very crucial. The active involvement of the learners in different activities can help the students to grasp grammar in the true sense of the term.

It is true that it is necessary for the students to understand the rules in order to develop their grammatical competence. However, instead of providing the rules in a readymade manner, the teacher must try to channelise the students mind. In other words, the teacher must follow the inductive approach to the teaching of grammar. For example, instead of giving the structure of the present continuous tense as am/as/are+V-ing, the teacher can write five sentences on the blackboard and ask students to find out if there is anything common to all those five sentences. This kind

of puzzle solving activity becomes interesting for students and they get the happiness of deriving the rule as well.

The main purpose of teaching grammar at the undergraduate level is to provide remediation as there is not much 'new grammar' to be taught at this level. As said before, since students are not able to produce grammatically correct sentences in connected texts, there is a need to make a journey from the teaching of formal grammar to the teaching of functional grammar. It must be remembered that the ultimate aim of teaching grammar at the undergraduate level is to enable students to take part in communicative interaction and so an attempt must be made to bring grammar closer to students' life. Context plays a very significant role in the teaching of grammar. Topics that can give an opportunity to the students to practice a particular grammatical item must be given and students can be motivated to speak on those topics. The following examples reveal how a teacher can move from the teaching of formal grammar to the teaching of functional grammar.

- After teaching the simple past tense, students can be asked to speak on topics like 'The Happiest Day of my Life' or 'the First Day of my college'.

- After discussing the rules of the active-passive voice, the teacher can ask students to write a paragraph on 'How is tea prepared at home'.

- In order to give practice to the students in the use of present continuous tense, some sentences describing different interesting actions can be written on the slips of paper. A student can be asked to act out a command and other students can be asked to identify the action that is being performed.

- In order to give them practice to master the structure of the simple future tense, the teacher can form small groups in the class. One member of every group can be asked to play the role of a fortune teller and others can ask him questions. For example, questions like ‘When will I get a good job?’ or ‘Will I get a lot of money in my life?’ would help the students to understand the use of the simple future tense.

- After teaching the interrogative form, students can be asked to write down a few questions that they can ask a famous player, a politician, a hundred years old man or a film star.

- Students can be asked to make a list of items they would have to carry in order to go on a study tour for a day. . This can give them in using indefinite articles as well as the quantifiers. For example, a mat, some tea, an umbrella, a notebook, a pen, a pullover, some money, etc.

A dictionary can be used as an effective tool for the teaching of grammar. A dictionary gives us usage which is the basis of grammar and so students must be motivated to refer to a dictionary in the class. For example, students must be made aware of the fact

that while writing a paragraph, if the students are not sure about which preposition they should use after a word like 'different', it is a dictionary that can guide students to arrive at the appropriate answer, as the dictionary gives us the information that the prepositions 'to', 'from' and 'than' can be used after the word 'different'.

Since the teacher's main aim in teaching grammar at the undergraduate level is not to make students familiar with the technical terminology, but to make it sure that they are able to participate in different day to day situations, it is felt that minimum technical terminology should be used in the classroom. It is often said that it is easy to teach in a difficult manner, but it is very difficult to teach in an easy manner and this applies to the teaching of grammar as well. The teacher must develop the skill of simplification for teaching grammar effectively. The use of simple diagrams can help the students in understanding the rule. For example, while teaching the present perfect continuous tense, the following diagram can be drawn.

The diagram makes it clear to the students that this tense is used in English when the action begins in the past, continues in the past and also continues in the present time. The use of simple pictures can also prove to be useful in understanding the rules. For example, while explaining the difference between 'between' and 'among', a picture of a boy standing between two boys and a picture of a boy sitting among several boys can be shown to the students. It is felt that the use of simple diagrams and pictures can facilitate the learning of grammar to a large extent.

Rather than teaching rules in isolation and then giving examples, it is felt that grammatical patterns should be introduced if possible in contrast with other patterns. For example, the simple past tense and the present perfect tense can be taught simultaneously. There is a tendency to give isolated sentences in a grammar test. For example, students are asked to fill in the appropriate form of the verb 'go' in a sentence like 'My sister _____ for a walk every day'. The problem with this kind of question is that multiple answers are possible and it fails to test whether the students have understood subtle differences of meaning. It is felt that if some kind of context is provided to the students, it would lead to a better understanding of the rules of grammar. For example, 'My sister did not like to do any physical exercise and so she suffered from joint pain. Yesterday the doctor advised her to do some exercise every day and now she _____ for a walk every day'. (go)

Audio visual aids have a mass appeal and they should be used in a grammar class to sustain the students' interest in the learning process. For example,

-After teaching the imperative form, the teacher can show a short film to the students in which the imperative form is prominently used.

-In order to give practice to the students in the use of pronouns, students can be asked to bring their family photograph to the class and describe it.

-An interview of a well-known film star can be recorded by the teacher and shown to the students on television in the class. Later on, the teacher can ask them some questions to give them practice in using the indirect speech.

-Songs are one of the most enchanting resources that can be easily used in a language classroom. For example, a teacher can pick up a song which makes use of several adjectives. A sheet can be given to the students on which the poem is written, and the students can be asked to listen to the poem three times and fill in the missing adjectives on the sheet. Later on, there can be a discussion on the possibilities of using different adjectives in the context of the poem. For example, the teacher can ask students to listen to the following famous song from 'A Sound of Music'.

'Bright copper kettles and warm woollen mittens, Brown paper packages tied up with strings, these are a Few of my favorite things'.

It is necessary to provide greater exposure to the students in the target language and so the use of mother tongue should be avoided in a grammar class. It is felt that it is essential to motivate our students to think in the target language itself. Group discussions and the activity of role playing must be frequently conducted in the class. For example, in order to give practice to the students in the use of the interrogative form, students can be asked to imagine a situation in which a murder has taken place in their neighborhood and one student who plays the role of a detective should ask questions to others.

Literature can also be used as one of the powerful resources to teach grammar. Generally, in the Indian context it is believed that only a language teacher must pay attention to the development of students' grammatical competence. However, since literature can work as a powerful pedagogical tool to stimulate the students' interest and provide foundation for language development, it should be used to develop students grammatical competence. For example, while teaching the story 'The Greedy old woman and the Lime Tree', the teacher can draw students' attention to the use of the imperative form.

There is a common perception that all learning should be serious in nature. However, for effective learning the teacher should create moments of laughter in the class. A well known philosopher Aristotle has rightly pointed out that 'That is truly learnt that is learnt with pleasure'. Different games can be conducted in the class to teach grammar as they are interesting, amusing and at the same time challenging. The spirit of competition generated by a game can make them participate enthusiastically in the activity. For example,

-Students can be divided in groups of twenty each. Every student can be given a slip on which a word is written. The group can be asked to form a grammatically correct sentence using those words.

-A good actor in the class can be asked to mime some adjectives (for example, 'surprised', 'naughty', 'fantastic' etc) and other students can be asked to identify the adjective.

- The class can be divided in two groups. One student from one group can be asked to write the name of any renowned person in his notebook. Students from the other group can be asked to guess the person's name by asking yes/no questions like 'Is he an artist?' or 'Is he from India?'. An activity of this kind can help students to learn the formation of yes/no questions.

A teacher who teaches grammar must revisit the same topic after a few days. Different challenging activities must be conducted in the class from time to time in order to give adequate practice to the students in the topics that have already been taught. For example,

-Students can be given some headlines from the newspaper and they can be asked to insert articles wherever necessary.

-In order to provide practice to the students in the use of 'should' and 'must', students can be asked to imagine and write ten sentences that a doctor may tell his patient so that his health remains good.

- Jumbled sentences can be given to the students and they can be asked to form a grammatically correct sentence.

Due to the rapid expansion of English to different parts of the world, the non-native varieties of English have gained recognition and they are considered to be worthy of study in their own right. English satisfies both the global and local needs of Indians, and hence it's a glocal language in India. Today Indian English is considered to be one of the important second language varieties and research is being undertaken to identify the patterns in Indian English at various levels of linguistic analysis. For example, there is a tendency in Indian English to use sentences like 'He has submitted the documents yesterday' or 'My friend is learning music since 1997'. Such sentences are marked as wrong by the teachers in the examination papers. In the absence of a comprehensive grammar book of Indian English, right now teachers in English have to follow the British model. However, the teachers must recognize the 'ecological validity' of Standard Indian English, and while teaching grammar they can initially passively accept sentences of this kind. In other words, the absolutist concept of 'correct English' or 'proper English' should be replaced by a pragmatic approach. In an undergraduate class in India, generally there are around 120 students and it is very difficult for the teacher to correct all errors simultaneously. So it is necessary to make a distinction between 'errors to be tolerated' and 'errors to be rectified', and it is felt that if students use the patterns that are a part of Standard Indian English, they should be tolerated by the teachers. It is necessary for the teachers to develop a sense of respect towards Indian English and come out of the 'linguistic schizophrenia', so that

Indian English can be used as a suitable model for teaching in the near future in the Indian context.

It is clear from the above discussion that teaching grammar is not just a simple matter of explaining rules to the students, but it is a much more complicated and challenging task. It is necessary for the teacher to employ different strategies for teaching grammar effectively. If we create opportunities for students to learn grammar in different contexts in class, there is a possibility that our students would learn grammar well. It is hoped that Indian teachers of English would think of fascinating techniques to enrich students' grammatical competence as well as communicative competence. Since teaching is a developing art, every teacher must use his /her 'individual talent' to make the learning of grammar an enjoyable and enriching experience for our students. I would like to conclude this paper with the suggestion made by Good and Brophy (2003). They comment, 'The... perfect teacher does not exist. All of us can refine skills, discard ineffective tactics and develop new ones. None of us will ever be a perfect teacher...but all of us can become better teachers than we presently are' (p. 54).

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Article: ‘Core activities for using the chart to integrate pronunciation’ by Adrian Underhill

“I often see the Sound Foundations chart (you can see it below) in classrooms, and teachers using it to bring pronunciation into the central arena of language work. But sometimes teachers say they have not been introduced to a basic method for using it and they end up treating it like an ordinary wall chart.

In this article I’d like to speak to those teachers and offer you a basic method for using the chart, in fact a single core activity that powers up the chart, and from of which multiple other activities can be derived according to what you are doing. It is essentially a form of visual dictation, and once you get the hang of it you can adapt it to bring out the pronunciation content in any activity you are doing, without need for other materials”...

Read the complete article at <http://www.teachingenglish.org.uk/think/articles/core-activities-using-chart-integrate-pronunciation>

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- 4. Figures and Tables:** Tables should be numbered sequentially with Arabic numerals.
- 5. Notes:** Notes should be consecutively numbered and presented at the foot of the page.
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