Casket Literaria

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PREFACE

The realm of Arts contains an enormous range of ideas, theories, perceptions, interpretations, critical analysis etc. Keeping this in view, as to make it helpful for the learners of GEMS Arts and Science College, this book titled "Casket Literaria" on Arts analyses a variety of subjects in the best way helping the Learners or faculties art related Research Works and thereby the future course of their Life. This venture can, indeed, ensure an advanced level of supports with selected subjects coming under the Purview of Arts.

Casket Literaria is a collection of varied articles of the well experienced faculties which published under the strict scrutiny of the Expert Committee appointed by the Management Governing Council. Hence quality and relevance on the content of the book have been ensured. The contents includes Social issues, Literature, Creativity, analytical study, views and previews on different matters and so on. Special care also has given to keep the entries correct with the incessant change being taken place in the day today life of the society. Besides, this edition has equally considered the new google generated Era's nature and scope in Art works.

Indeed Art, like life itself, opens the unfathomable depth of the possibilities for any learner or researcher of the coming future as well.

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AN EFL/ESL- APPROACH TO TEACHING GRAMMAR

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Education with its entire negative (most often than t not) connotations is a hard topic to define and which topic is not? You can call it rules about sentence formation, tenses, verb patterns, order of parts of speech etc. arranged in order. A native speaker may tell you that it is a moment-by- moment patterning of what to say, as it is being spoken, depending on the internal database as to the possibility or the impossibility of structures. Well, like in most other cases, these definitions are true, but they leave leeway for more.

For an ESL/EFL learner, grammar is a Systematically (and boringly, if not maliciously arranged set of rules about what to do and not to do where you always find yourself at the wrong end, in spite of or maybe? Because of your great desire to use "correct English Just think of the disappointment of the learner, when, even after learning grammar by repeatedly reciting hundreds, if not thousands of rules, he or she fails to make an impressionable sentence (structure) Actually learning grammar rules y hear does not necessarily lead to language competency According to Scrivener (1994, 253) "learning rules in a grammar book by heart is probably not learning grammar. Similarly, reciting grammar rules by heart may not be understanding grammar

There is actually no evidence that any of these things lead people being able to use grammar accurately and fluently in speech. These things are only useful if there is some way (emphasis added) that students can transfer this studied knowledge into living ability to use the language So, the million-dollar question is "what are these some ways that students can transfer their stadied knowledge into a living ability? Thomsbury suggests

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opening up our concept of grammar by thinking of it as not just a noun (1.e the information) but as a verb as well (e the active skill of using language) This verby approach to grammar is getting more attention around the world these days

Well, if I were you, reading this article so far, (assuming that some one did!) I might have asked. "OK partner, I agree with all that, but tell 1 us a couple of ways to achieve all this in a real classroom" Well then, let us (try to) see how to achieve this. In this respect, there are two aspects to the teaching of grammar that we have to look into the approach to take and the teaching sequences to follow. Let us look at the approach aspect first the approach to take depends on a Number of factors like the newness of The structure, its complexity and it Common spoken and written usage.Etc. The level, age, sociolinguntic background of the learners also should come under consideration here.

There are many approaches possible:

- A visual/oral approach The teacher creates contexts with the help of pictures, mime and realia to illustrate the meaning and to establish a context in which the target structure is set

- . A textual approach. Texts facilitate a natural context for language exploration and a resource from where particular language items and structures are drawn.

- A rule-based approach. Here the teacher explains the rules and patterns of form and use straight away.

- An inductive approach. (watertight) context is established from which the target structure is drawn A deductive approach: Here the In their classes.Though there are as many names forTeaching sequences as you want on.

- Teacher presents examples and rules first, from which language is practiced etc. There are many more possible

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approaches than we have seen so far. Usually teachers follow one or even a mixture of them

The modus operandi of a grammar lesson, they all mean pretty the same. Thing In TESOL circles, these teaching methods are always referred to by acronyms for the purpose of mystery and grandeur, I suppose Whether you call the method ESA, TTT, PPP etc. (this actually is one area in teaching methodology where you can eam immediate fame without much sweat by coining a new acronym for an existing method. I am almost half way through that grand procedure; remember my name, you May be quoting it in ESL workshopsIn the immediate future!) When I say that all these names mean pretty much the same thing you do not believe me, do you? According to Harmer (1998 52), "Whatever the level of the students and however language study is organized within ESA teaching sequences, there are four things that students need to do with new language be exposed to it, understand its meaning, understand its form (how it is constructed) and practice it" Assuming that we have a consensus on this point, let us see how to achieve it in the classroom.

To learn any language item, the learner has first to be exposed to a lot of language through the receptive skills (reading and listening). To achieve this we have to include plenty of authentic texts (for example, magazine articles, product labels, recorded conversations, news reports, films, cartoons or TV programmed) This input should be only slightly above the (assumed) language level of learners to expose them to a lot of comprehensible new language.

Secondly, specific items, when they are used, are to be noticed (pointed out) Non-authentic or restricted materials (materials specifically prepared for learners, which are recognizably simplified or perhaps even including an unnaturally high number of examples of a specific target item) are of bener use for this purpose.

Next, the learner has to understand the meaning, form (how the pieces fit together) and the use (typical contexts in which it is used) For this, we, as teachers, have to direct students' attention

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to form, meaning and use through exercises, explanations, drills (Oh, Yest Drills do still exist!) games and questions

After that, it is important to have controlled practice to facilitate the cub to try out his or her young teeth in friendly bouts, before being exposed to the dangerous wild out there. For this, she or he should get a lot of opportunities to practice activities that demand only restricted language. In productive skills (speaking and writing), with a lot of dressing as

Encouragement and feedback

Surprisingly, even phonology plays a part in this "From the point of view of expecting the pronunciation of s speaker to contribute to his communicative effectiveness, someone who speaks fluently but with lots of wrong sounds in the speech stream is going to be as unintelligible As someone who speaks in disjointed and hesitant way but with the right sounds is going to be uresome and taxing to listen to. Neither communicatively going to be successful (Parker and Graham, 1994: 6.) Gower et al (128) make a similar point when they say "There may be difficulties of pronunciation, depending on the first language of your students. Structures which contain problematic sounds such as /a/ or // will need special attention. Now it is time for the last rehearsal before the actual event Here we should allow them to use the newly learned language item through freer practice, by offering productive tasks that facilitate use of all the language they know Lastly, pay attention to reminding Students of the (newly) learned items as often as possible, even at the expense of naturalness, by frequently returning to them through revision tasks

Good luck with your grammar lessons!

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