



## Teaching Grammar and Vocabulary

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### ABSTRACT

The teaching of grammar and vocabulary is a compulsory sector in educational field, especially English. In every teaching approach, a method followed by a theory, objectives determination (general and specific), syllabus designing, curriculum scheduling, checklist assembling, material selecting, and lesson planning are marked as the mandatory steps to be taken. Four types of method i.e. Grammar Translation method, Direct method, Audio-lingual method and Communicative Language Teaching method are used. Further, in case of teaching vocabulary, diverse methods particularly- keyword method, word map, restructuring reading materials, root analysis and so on can also be marked as necessary. While we come across syllabus designing, we find: Grammatical syllabus, Structural syllabus, Situational syllabus and Notional-functional syllabus. In case of materials we have textbooks, workbooks, reference books, teacher's manual, supplementary materials, remedial materials and so on. After selection of materials, the selection of gradation comes including linear and cyclic gradation. The checklist is a kind of manual or work-plan provided by the teacher to the students. As a whole, the checklist includes daily programme of topics selected in specific to be taught in a lecture or several lectures whereas a lesson plan is a detail discussion of the topic with the division of time scheduling for each and every class. All these contribute to a good learning of grammar and vocabulary in English.

### INDEXING TERMS/ KEYWORDS

Grammar; vocabulary; methods; syllabus; curriculum; materials; work-plan; lesson-plan; scheduling; objectives and theory.

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## TEACHING GRAMMAR AND VOCABULARY

The teaching of grammar and vocabulary is a complex but crucial process in the course of an educational and epistemological programme for learning any language, especially English. It is all mandatory for a teacher of English to teach vocabulary and grammar so that the learner can develop the four basic skills of learning a language. In every teaching strategy, a method followed by a theory, objectives determination (general and specific), syllabus designing, curriculum scheduling, checklist assembling, material selecting, and lesson planning are marked as the mandatory steps to be taken by a teacher of English. In case of methods, generally four types of method i.e. Grammar Translation method, Direct method, Audio-lingual method and Communicative Language Teaching method can be specified. Further, in case of teaching vocabulary, diverse methods particularly- keyword method, word map, restructuring reading materials, root analysis and so on can also be marked as necessary. While we come across syllabus designing, we find: Grammatical syllabus, Structural syllabus, Situational syllabus and Notional-functional syllabus. In case of materials we have textbooks, workbooks, reference books, teacher's manual, supplementary materials, remedial materials and so on. After selection of materials, the selection of gradation comes including linear and cyclic gradation. The checklist is a kind of manual or work-plan provided by the teacher to the students. As a whole, the checklist includes daily programme of topics selected in specific to be taught in a lecture or several lectures whereas a lesson plan is a detail discussion of the topic with the division of time scheduling for each and every class.

All these highly depend upon the level of the students and the educational depth of the teacher. In case of grammar and vocabulary teaching, all these notions are usually followed, yet the first and foremost step is to select a method on the basis of the student's pedagogic level. The success of teaching grammar and vocabulary and the effectiveness of utilizing them by the learners depend highly upon the method. If the method is not effective, then the learning will be fatally flawed. For example, in the ancient Classical teaching method, knowing the structure and vocabulary through memorization used to be considered as the prime concern for being effective user of the respectable language. This stratagem of adopting a foreign language is fragile as it makes the learner monotonous towards the long courses of grammatical structures and corpus of words.

Grammar and vocabulary are the soul of any language, no doubt. Moreover, its teaching procedures could be interesting enough. It is universally acknowledged that the more words a learner learns, the more expertise he will be, the more he will be able to use the language in diverse contexts. Thus, the teaching of grammar and vocabulary cannot be overlooked. But the style of teaching must be given foremost importance as most of the learner fail to learn grammar and vocabulary only because of monotonous and tedious resource less teaching styles. In this regard Noam Chomsky says:

"Most problems of teaching are not problems of growth but helping cultivate growth. As far as I know, and this is only from personal experience in teaching, I think about ninety percent of the problem in teaching, or maybe ninety-eight percent, is just to help the students get interested. Or what it usually amounts to is to not prevent them from being interested. Typically they come in interested, and the process of education is a way of driving that defect out of their minds. But if children[s] ... normal interest is maintained or even aroused, they can do all kinds of things in ways we don't understand."

As it is acknowledged that each language has its own uniqueness and creativity, the teaching style must be designed in such a way that it gives a resourceful pedagogic format providing a learner-friendly environment for adaptation, practice and revision. Grammar and vocabulary must be regarded not as fundamentals of speaking a language or writing it with accuracy but as the helpful tools that can be easily recall expressing views in spoken and written forms as well as for proficiency in reading and listening as well. In such a notion Chomsky marks:

"Language is a process of free creation; its laws and principles are fixed, but the manner in which the principles of generation are used is free and infinitely varied. Even the interpretation and use of words involves a process of free creation."

The general assumption of making a successive teaching is to make a resourceful lesson plan following the curriculum and syllabus. Above all, an expert teacher is needed to carry out the responsibility to format a progressive syllabus in respect of the prescribed curriculum. Lesson plan is a technique to carry out the agendas of the selected curriculum decorated by syllabus. In fact, all these three are correlated as Edward Anthony (1963:63-67) says, "The arrangement is hierarchal. The organization key is that techniques are carried out of a method which is consistent to an approach". Thus the necessity of grammar and vocabulary teaching to learn any language is crucial.

Grammar provides a guideline for a language. It directs and redirects the structure and meaning of a language. It is a parameter that preaches propriety to a language. It does the job to provide a balance between various objects of a language. For example- the balance between subject and predicate, subject verb agreement, syntactic symmetry and so on. The grammar of a language is a close system which, in actuality, closes things for a language. That is to say it tells the language what is proper, what is improper, what is just, what is unjust, what can be and can not be done in a particular situation. In short, it sums up things for a language that means it encapsulates the things which are crucial and necessary for a language. Grammar paves the path to a language to go and move on. On the other hand, vocabulary is the property of a language.



The parapherlia of a language is vocabulary. As vocabulary is a stock of words, the more the words are, the richer the language would be. It provides profusion in a language. Vocabulary is an open system because it works through collocation. A word collocates and thus runs the language. While grammar fixes up or determines as well as shortens the range of a language, vocabulary opens a limitless horizon for the language. It gives the language the better option to choose forms. Synonyms, chrononyms, antonyms, and so on are such variety of language that renders variation in meaning, expression, and structure as well by means of vocabulary. Vocabulary helps to beautify a language. Poets, writers, essayists, and so on highly rely on vocabulary. The concept of perfection in a language depends upon the right use of vocabulary. He is the master of a language who knows a fine range of vocabulary and is able to form them properly. When grammar falls short in respect of expression and communication, vocabulary advances forward in giving that expression a suitable outfit. For example- "No Smoking"- a pair of words having no finite verb is better than this bare expression, "You are suggested not to smoke here". "Danger" – the word is stronger than just saying "It is dangerous". Thus the strength and the actual character of language lie in its vocabulary. In fact, vocabulary works magic for a language vocabulary often supports deviation that makes a language all the more pretty. A language turns dynamic because of its diverse vocabulary and its formation .it collects words from other languages and gives new look to languages. Thus vocabulary does the job of enriching a language. Furthermore, a language is dynamic, poetic, dramatic and accurate due to its preperformance of vocabulary in an accurate structure.

So it is quite evident that the teaching of grammar and vocabulary is very importance to achieve efficiency in using any language. As English is the second language, globally acknowledged, in many countries, it is mandatory to know grammatical rules and vocabulary of English to use the language properly. In English, linguists have classifies various categories of vocabularies. Before making a lesson plan to teach vocabulary, the teacher must have a wide range of knowledge in English vocabulary.

One French immersion classroom observation study reported that "we conclude that vocabulary teaching in the immersion classes occupied a rather narrow place in the overall teaching plan and that it mainly involved meaning interpretation with little attention to other aspects of vocabulary knowledge." (Allen Swain Hanney and Cummins, 1990 p 64). As Mccarthy (1990, p viii) states "vocabulary often seems to be the least systematized and the least well catered for of all the aspects of learning a second or foreign language", so it is mandatory for the teacher to have a wide knowledge of the categories of vocabulary and methods of teaching them. There are various types of vocabulary categories such as- short-words, long words, Saxon and Romance words, foreign words, malapropos, formations, slang, individual, mutual, unique, aggravate, neologism, synonyms, antonyms, homonyms, and so on.

Various methods of teaching vocabulary can be used by the teachers such as- pre-teaching vocabulary words, repeated exposure of words, key word methods, word maps, root analysis, incidental learning, context skills, and so on. One of the most effective methods of learning vocabulary is pre-teaching vocabulary words. It includes knowing unfamiliar words through reading experiences. The unfamiliar words are marked and then discussed in details. In short, this technique is called PTV. Another form of PTV is picture showing which is often done for teaching vocabulary to secondary students.

Repeated exposure to words is another method where revision is done to renew the memory of word stocks. In this method, when new words are memorized, they are re-memorized after some period of time as revisions thus a cyclic order in maintained. The keyword method is a flexible one which has a variety of cooperative applications. Such as Giving alternative to remember unknown words such as ranidae(frog) for rand. Keywords have also been used to improve remember map locations.

A word map is a visual director that promotes vocabulary development. Using a graphic organizer, students think about terms or concepts in several ways. Most word map organizers engage students in developing a definition, synonyms, antonyms, and a picture for a given vocabulary word or concept. Enhancing students' vocabulary is important to developing their reading comprehension.

The strategy to use word maps is:

1. Introduce the vocabulary word and the map to the students.
2. Teach them how to use the map by putting the target word in the central box.
3. Ask students to suggest words or phrases Encourage students to use synonyms, antonyms, and a picture to help illustrate the new target word or concept.
4. Model showing how to write a definition using the information on the word map.

Root analysis is another strategy where the learners are assigned to discover the origin of some respectable English words as most of the English words are derived from Latin, Greek and other languages. Many English words are formed by taking basic words and adding combinations of prefixes and suffixes to them. A basic word to which affixes (prefixes and suffixes) are added is called a *root word* because it forms the basis of a new word. The root word is also a word in its own right. For example, the word *lovely* consists of the word *love* and the suffix *-ly*.



Common Latin Roots		
Latin Root	Definition	Examples
ambi	both	ambiguous, ambidextrous
aqua	water	aquarium, aquamarine
aud	to hear	audience, audition
bene	good	benefactor, benevolent
cent	one hundred	century, percent
circum	around	circumference, circumstance
contra/counter	against	contradict, encounter
dict	to say	dictation, dictator
duc/duct	to lead	conduct, induce

Common Greek Roots		
Greek Root	Definition	Examples
anthropo	man; human; humanity	anthropologist, philanthropy
auto	self	autobiography, automobile
bio	life	biology, biography
chron	time	chronological, chronic
dyna	power	dynamic, dynamite
dys	bad; hard; unlucky	dysfunctional, dyslexic
gram	thing written	epigram, telegram
graph	writing	graphic, phonograph





hetero	different	heteronym, heterogeneous
homo	same	homonym, homogenous
hydr	water	hydration, dehydrate
logy	study of	biology, psychology
meter/metr	measure	thermometer, perimeter
micro	small	microbe, microscope

### Affixes

One method of understanding the meanings of new words is to analyze the different parts of the word and the meanings of those parts. Many new words are formed by adding an *affix* to the beginning or end of a Latin or Greek root or root word. When affixes are added to the beginning of roots or root words, they are called *prefixes*. For example, the most common prefix is *un-*, which means *not* or *opposite of*. If you add *un-* to the word *happy*, the new word becomes *unhappy*, which means *not happy*. When affixes are added to the end of roots or root words, they are called *suffixes*. The most common suffixes are *-s* and *-es*, which mean more than one (or the plural) of the word. Adding *-es* to *wish*, changes the meaning of the word to *more than one wish*.

Common Prefixes		
Prefix	Definition	Examples
anti-	against	anticlimax
de-	opposite	devalue
dis-	not; opposite of	discover

Common Suffixes		
Suffix	Definition	Examples
-able, -ible	is; can be	affordable, sensible
-al, -ial	having characteristics of	universal, facial
-ed	past tense verbs; adjectives	The dog walked, the walked dog

Restructuring Reading Materials is another method. This strategy is particularly effective for helping learners improve their vocabularies. Sometimes grade level materials are unreachable to learners because there are too many unfamiliar words in them. Teachers can restructure the materials in several different ways to help learners comprehend them more easily. A



portion of the difficult words can be replaced with “easier” synonyms to help the learner understand the overall text. Vocabulary footnotes can be added for particularly challenging words so that the reader can easily “look up” the word while still reading the text. An accompanying vocabulary guide can be provided for the text. Words that are included in the guide should be highlighted or printed in bold text to direct the learner to check the vocabulary guide if the word or its meaning is unfamiliar.

Incidental vocabulary learning occurs all of the time when learners read. Based on the way a word is used in text learners are able to determine its meaning. Consider this example: “Megan’s fluxoolingy hair reached all the way down to her knees”. While learners may not know the word “fluxoolingy” but he could determine that it has something to do with length since the rest of the sentence focuses on describing where Megan’s hair comes to on her body. Teachers should model this sort of incidental vocabulary learning for learners to help them develop their own skills. Context skills are the strategies that learners use for incidental vocabulary learning. Texts are full of “clues” about the meanings of words. Other words in a sentence or paragraph, captions, illustrations and titles provide readers with information about the text that they can use to determine the meanings of unfamiliar words. These features are often referred to as “context clues” because they are contained within the context of the piece of writing rather than outside it. Young readers should be taught to find and use context clues for learning new vocabulary words.

After assuring the methods and list of vocabulary categories, the first job is to make a curriculum for the learners. Tyler (1975) declares that the term is used both as “an outline of a course of study” and to refer to “everything that transpires in the planning teaching and learning in an educational institution”. Again we find “...the curriculum of a language course becomes virtually synonymous with language pedagogy and can be defined as a comprehensive explicit or implicit plan of language teaching which organizes into more or less coherent whole the goals content strategies, techniques and materials as well as the timing sequential arrangements social organization and evaluative procedures of a course or programme or of a set of courses or programmes” (Stem 1992. p 20). A curriculum is a stock of courses or a plan for a particular educational programme. A curriculum includes a statement of underlying philosophy or learning theory, assumptions, objectives, strategies, instructional materials, time frame, and accountability. Based on the curriculum, materials are selected in linear or cyclic gradation system. Linear gradation follows a strictly linear sequence of ordering materials but cyclic gradation consists of cyclic process where items come around after different intervals. It is divided into three types: grammatical gradation, situational gradation and notional-functional gradation. Notional-functional gradation includes semantic-grammatical, category of modes of meaning and category of communicative values.

**For example, a curriculum for the English Discipline Khulna University BA only based on vocabulary is shown below:**

Revised Curriculum for BA in English Language Vocabulary in Khulna University

English Discipline

Curriculum out line

A Three-term programme

Total Credits-09

Term-1: 3 credits, Duration- 04 months, 12 weeks for course work, 01 week for preparatory leave, 02 weeks for Term Final Examination, 01 week for publication of results and 01 week’s term break= Total 17 weeks.

Term-2: 3 credits, Duration- 04 months, 12 weeks for course work, 01 week for preparatory leave, 02 weeks for Term Final Examination, 01 week for publication of results and 01 week’s term break= Total 17 weeks.

Term-3: 3 credits, Duration- 04 months, 12 weeks for course work, 01 week for preparatory leave, 02 weeks for Term Final Examination, 01 week for publication of results and 01 week’s term break= Total 17 weeks.

Term-1

Course	Title	Contact Hours	Credits
Eng. V1101	Synonyms	01	01
Eng. V1102	Antonyms	01	01
Eng. V1103	Homonyms	01	01

Term-2

Course	Title	Contact Hours	Credits
Eng. V12101	Saxon and Romance words	01	01
Eng. V1202	Foreign words	01	01
Eng. V1203	Slang	01	01

Term-3

Course	Title	Contact Hours	Credits
Eng. V1301	Phrase and Idioms	01	01
Eng. V1302	Americanisms	01	01
Eng. V1303	Formations	01	01



After the completion of curriculum and syllabus designing, the teacher must create a check list so that all the pedagogic activities are carried out smoothly.

An example has been given below:

Khulna University

English Discipline

Check-list 2012, Third Term

Detailed Syllabus Third Term	
Course No. Eng V1301	Course Title: Phrase and Idioms
Course Status: Core	Contact Hours: 01 Credits: 01
Section A	
1.	Patriotic phrase and idioms: American, British
2.	Phrase and Idioms in Literature: Saxon, Victorian, Puritan and Modern
3.	Greek phrase and Idioms: Aeschylus, Plato, Aristotle, Sophocles and Alexander
Section B	
1.	Motivational and Inspirational phrase and idioms: General and universal, Jane Austin, Abraham Lincoln, Eugene Ionesco, William Shakespeare.
2.	Idiomatic expressions and wits in William Shakespeare's Dramas
3.	Foreign phrase: Latin, Greek. Japanese and Chinese
Recommended References:	
1.	<i>The Oxford Companion to the English Language</i> (1992) pp.495–96.
2.	Jackendoff, R. (1997). <i>The architecture of the language faculty</i> . Cambridge, MA: MIT Press.
3.	Saeed, John I. (2003), <i>Semantics and Idioms</i> . 2nd edition. Oxford: Blackwell.
4.	Saeed, John I. (2003), <i>Semantics and Idioms</i> . 3rd edition. Oxford: Blackwell.
5.	Gibbs, R. W. (1987) "Linguistic Factors in Understanding Idioms". <i>Journal of Child Language</i>

Total Number of Classes: 12

Name of the Course Coordinator: Professor Thomas Patterson

Class No.	Date	Day	Area of Discussion	Remarks
1	07 May 2012	Monday	Patriotic phrase and idioms: American, British	
2	08 May 2012	Tuesday	Phrase and Idioms in Literature: Saxon and Victorian	
3	15 May 2012	Tuesday	Phrase and Idioms in Literature: Puritan and Modern	
4	11 June 2012	Monday	Greek phrase and Idioms: Aeschylus and Plato	
5	12 June 2012	Tuesday	Greek phrase and Idioms: Aristotle, Sophocles and Alexander	
6	19 June 2012	Tuesday	Motivational and Inspirational phrase and idioms: General and universal	
7	25 June 2012	Monday	Motivational and Inspirational phrase and idioms: Jane Austin, Abraham Lincoln, Eugene Ionesco, William Shakespeare.	
8	26 June 2012	Tuesday	Idiomatic expressions and wits in William Shakespeare's Dramas	
9	02 July 2012	Monday	Foreign phrase: Latin, Greek. Japanese and Chinese	



10	03 July 2012	Tuesday	Class Test 1	
11	09 July 2012	Monday	Class Test 2	
12	10 July 2012	Tuesday	Open Discussion as Feedback and Feed forward	

After the check list finalization, lesson plan for each day is made by the teacher. A lesson plan is a teacher's full explanation of the course of instruction for one class. A daily lesson plan is developed by a teacher to direct class teaching. Details will differ depending on the choice of the instructor, subject being covered, and the need and curiosity of learners. There are many formats for a lesson plan; most lesson plans contain some or all of these elements:

- Title of the lesson
- Time required to complete the lesson
- List of required materials
- List of objectives
- Scheduling of the pedagogic chores
- An instructional component that describes the sequence of events that make up the lesson
- Independent practice that allows students to extend skills or knowledge on their own
- A summary, where the teacher wraps up the discussion and answers questions
- An evaluation component, a test for mastery of the instructed skills or concepts—such as a set of questions to answer or a set of instructions to follow.
- Analysis component which the teacher uses to reflect on the lesson itself —such as what worked, what needs improving.
- A continuity component reviews and reflects on content from the previous lesson.

An example of a lesson plan is given below:

<p><b>Lesson Title: Webquest Romeo and Juliet</b></p> <p><b>Subject:</b> Language Arts 9</p> <p><b>Overview:</b> The students have spent the last 3 weeks reading, discussing and studying <i>Romeo and Juliet</i>. As a final project, they will be rewriting a scene from <i>Romeo and Juliet</i> demonstrating their knowledge of the play.</p> <p><b>Grade Level:</b> 9</p> <p><b>Objectives:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"><li>• Identify and analyze the universal themes found in the play <i>Romeo and Juliet</i>.</li><li>• Recognize that the themes of Shakespeare can be set into many varied time periods.</li><li>• Recognize that much of literature, including Shakespeare, is rooted in the background historical information of the time period.</li><li>• Relate the historical information from particular time periods to the universal themes of <i>Romeo and Juliet</i>.</li><li>• Use technology skills to find information on a variety of related subjects such as artistic design, directorial skills, history and language.</li><li>• Create a theatrical portfolio as a result of this research.</li><li>• Gain a greater appreciation for the works of William Shakespeare.</li></ul> <p><b>Benchmarks and Standards:</b></p> <p>English Language Arts/Strand III/Content Standard 5/High School <b>Benchmark 3</b> Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect the substance of the human experience.</p> <p>English Language Arts/Strand I/Content Standard 3/High School <b>Benchmark 8</b> Analyze their responses to oral, visual, written, and electronic texts, providing examples of how texts affect their lives, connect them with the contemporary worlds, and transmit issues across time.</p> <p>English Language Arts/Strand IV/Content Standard 6/High School</p>
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Such a similar lesson plan can be made on vocabulary learning. Before that, the teacher must select the method of teaching. There are four categories of teaching methods:

- Grammar Translation method(GTM)
- Direct method(DM)





- Audio Lingual method(ALM)
- Communicative Language Teaching method(CLT)

Grammar can be taught following the four basic methods of teaching:

- Grammar Translation method

The grammar translation method is a foreign language teaching method derived from the classical, also called traditional, method of teaching Greek and Latin. Classes were conducted in the native language. A chapter in a distinctive textbook of this method would begin with a massive bilingual vocabulary list. Grammar points would come directly from the texts and be presented contextually in the textbook, to be explained elaborately by the instructor. Grammar thus provided the rules for assembling words into sentences. Tedious translation and grammar drills would be used to exercise and strengthen the knowledge without much attention to content. Sentences would be deconstructed and translated. Very little attention was placed on pronunciation or any communicative aspects of the language. The skill exercised was reading, and then only in the context of translation.

- Direct Method

The direct method of teaching is also called the *natural method*. In this method, only everyday vocabulary and sentences are taught during the initial phase; grammar, reading and writing are introduced in intermediate phase, Grammar is taught inductively, New teaching points are introduced orally, Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas, Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes, Correct pronunciation and grammar are emphasized and so on.

- Audio-lingual method

The audio-lingual method, Army Method, or New Key, is a style of teaching used in teaching foreign languages. Drills and pattern practice are typical of the Audio lingual method. (Richards, J.C. et-al. 1986) These include

Repetition : where the student repeats an utterance as soon as he hears it

Inflection : Where one word in a sentence appears in another form when repeated

Replacement : Where one word is replaced by another

Restatement : The student re-phrases an utterance

- Communicative language teaching

Communicative language teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. David Nunan's (1991) five features of CLT:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the Learning Management process.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom.

If the teacher has selected CLT method then the lesson plan could be as follows:



**Lesson Plan, 7<sup>th</sup> May 2012**  
**Khulna University**  
**English Discipline**  
**Khulna**

Name of the Teacher: Professor Thomas Patterson  
Name of the Course: Phrase and idioms  
Number of the Course: Eng V1301  
Credit of the Course: 01  
Duration of the class: 60 minutes  
Unit of the Course: 01  
Level of the Students: 1<sup>st</sup> year, 3<sup>rd</sup> term  
Section of the Course: A  
Objectives:

- General:
  1. Increase the knowledge of English Vocabulary
- Specific:
  2. Evoke the expression of Patriotism
  3. Comparative study between American and British English
  4. Beautify language with thought-provoking ideas
  5. Learn new words, both British and American

Materials: White papers, black ink pen, white board, audio-visual projector, speaker, multi-media sound system, handouts and laptops.

Plan:

1. Introduction to the history American and British English ( 15 minutes)
2. Giving and explaining a list of American phrases on patriotism by multi-media presentation ( 10 minutes)
3. Giving and explaining a list of British phrases on patriotism by multi-media presentation ( 10 minutes)
4. Comparative discussion between British and American English( 10 minutes)
5. Feedback and Feed forward( 10 minutes)
6. Roll-call( 5 minutes)

Suggestion:

1. Motivation for online browsing for further resources
2. Consultation to seminar library
3. Extra classes in weekdays if needed.

After deciding the method, the teacher has to know the level of the students. Generally there are five levels of education:

- Primary
- Secondary
- Higher secondary
- BA
- MA
- NFIL
- PhD

Grammar is divided in the following categories:

- Transformational grammar (TG)
- Systemic functional grammar (SFG)
- Principles and Parameters Theory (P&P)
- Lexical-functional Grammar (LFG)
- Generalized Phrase Structure Grammar (GPSG)
- Head-Driven Phrase Structure Grammar (HPSG)
- Dependency grammars (DG)
- Role and reference grammar (RRG)

For Primary levels, grammar is taught in details for adaptation. Prescriptive grammar is taught in primary school. Parts of speech, article, determiner, phrase, clause, sentence, tense and other grammatical items are taught in strictly traditional structural designs.



As it is primary level, frequent tests and exercise sheets are arranged for the students. For example:

#### Grammar Exercises

Add *there is* or *there are* to the following sentences.

**Example:** There are many stars in the sky.

1.  a fly in my soup.  
(There is, There are)

2.  many parks in New York.  
(There is, There are)

3.  any tigers in Africa.  
(There isn't, There aren't)

4.  lots of hotels in big cities.  
(There is, There are)

5.  a bank near here?  
(Is there, Are there)

#### Underline the correct answer.

1. This bicycle is in a ( good , better , best ) condition than the other bicycle.
2. Ann is riding ( her , hers , his ) bicycle around the playground.
3. ( Who , What , When ) is the colour of your new dress?
4. We ( can , cannot , could not ) count the number of hairs on our head.
5. This test is ( hard , harder , hardest ) than the last test we had.



Similarly, Easy and simple vocabularies are taught to primary students and vocabulary worksheets can be provided for regular tests such as-

### Vocabulary Test

**Underline the correct answer.**

1. I deliver letters and parcels every day. I am a ( policeman , postman , printer ).
2. The ( car , motorcycle , truck ) is a large vehicle used for carrying goods from the factory to the seaport.
3. The ( pilot , pirate , sailor ) flies the aeroplane.
4. When I visited my aunt in the hospital, I brought her some ( fruits , books , clothes ) to eat.
5. We use our ( eyes , nose , mouth ) to taste the delicious food.
6. Every six months, my mother brings me to the ( dentist , doctor , nurse ) to have my teeth checked.
7. An ( apple , orange , onion ) a day keeps the doctor away.
8. In the school choir, there are sixty ( dancers , actors , singers ).
9. I saw the ( firemen, soldiers , policemen ) using water hoses to put out the big fire at the factory.
10. It is a hot day, we can take a ( swim , walk , run ) in the pool.

The Primary level teachers gives importance to their check list so that the regular classes can be smoothly followed with the pedagogic items of the syllabus. Lesson plan is made in mind but check list is made to be submitted to the higher authority for inspections. An example is given below:



Khulna White Horse College, Boyra, Khulna

Check-list 2012, 2<sup>nd</sup> Terminal ExaminationClass: XII Commerce, English 2<sup>nd</sup> Paper

Total Number of Classes: 12

Class No.	Date	Day	Area of Discussion	Remarks
1	07May 2012	Monday	Right form of Verbs	
2	08 May 2012	Tuesday	Right form of Verbs	
3	15 May 2012	Tuesday	Transformation of Sentences (Assertive, Interrogative, Imperative, Optative, Exclamatory)	
4	11 June 2012	Monday	Transformation of Sentences (Simple, Complex, Compound)	
5	12 June 2012	Tuesday	Transformation of Sentences (Voice)	
6	19 June 2012	Tuesday	Transformation of Sentences (Degree)	
7	25 June 2012	Monday	Class Test	
8	26 June 2012	Tuesday	Completing Sentences	
9	02 July 2012	Monday	Completing Sentences	
10	03 July 2012	Tuesday	Completing Story	
11	09 July 2012	Monday	Dialogue & Paragraph Writing	
12	10 July 2012	Tuesday	A Review Class (Revision of the items hitherto learnt)	

The secondary level lasts from the 5th grade until the 10th grade with the possibility of transfer to the grammar school level (Gymnasium). All the grammatical items are taught but in an advanced standard with complex exercises and elaborated analysis as well as application on grammatical statures in writing and speaking. In case of vocabulary, English Vocabulary for Secondary Levels aims to teach and enrich one's vocabulary in the course of learning English focusing on the following issues:

- Words with Multiple Meanings (Homonyms)
- Forms of Irregular Verbs
- Compound Words
- Words from the Same Family
- Prepositions in Phrases and Idioms
- Converted Words





- Derivative Words
- Learning and Using Words
- Phrasal Verbs
- Confusing Words
- Word Associations
- Contextual Words
- Learning and Using Idioms
- Learning and Using Word Pairs
- Completion of Idioms
- Contextual Idiomatic Meanings
- Multiple Choice Vocabulary Items
- Miscellaneous Vocabulary Items

In higher Secondary levels, more intense form of grammar is taught. As the student already knows about the basics of general grammar, now he/she is taught about its deeper forms like-noun clause, adjective clause, adverbial clause, complex sentences, compound sentences, complex-compound sentences, TOEFL grammar, Continuous Condition, Dangling Modifiers, Embedded Questions, Inversions , Object Complements, Parallelism, Parenthetical Statements, Participial Phrases, Past Conditionals ,Reducing Adverbial Clauses, Restrictive Clauses, Semantic Verb Pairs, Types of Subjects and so on.

**Worksheets could be as follows:**

Correct the mistakes:

- I'm looking forward to [see] you again. very [little] scientists come up with [complete] new answers to the world's problems.
- He was [pleased] to hear such a fine musician [plays] his favorite piece of music.
- The farmer had to wear boots because the fields were wet and [mud].
- [Despite of] his [foolish], many people like him.
- Will he succeed in [pass] the exam?
- Misuse of the [world resources] [are] one of the boiling issues today.
- I recommended that he [comes] on time for the interview.

In BA levels, students are quite aware of the needed grammatical knowledge to form sentences. In this stage, the teacher makes the students learn to use grammar in effective forms of communication both verbally and non-verbally. Structures are revised and practice with the modern adaption of grammaticality. Communicative grammar is emphasized with the terms contextuality, grammaticality, accuracy, validity, use, usage, Discourse Analysis, Descriptive Grammar of English and so on. Deviation as a poetic license is also a matter of knowledge in grammar education. Selecting method, determining objectives, designing syllabus and curriculum, choose materials, making a check list and lesson demonstrate the teaching of grammar in B.A. (Honors) level students.



Practice of sentence structures is the prime concern, so teachers take classtests by giving exercise and practice sheets such as:

### Practice Dangling Modifiers

1. After reading the original study, the article remains unconvincing.
2. Relieved of your responsibilities at your job, your home should be a place to relax.
3. *Having been thrown in the air*, the dog caught the stick.
4. *Smashed flat by a passing truck*, Big Dog sniffed at what was left of a half-eaten burger.
5. While driving on Greenwood Avenue yesterday afternoon, a tree began to fall toward Wendy H's car.
6. Looking through his glass, the bird flew away.
7. To provide maximum coverage, you must have a comprehensive policy.
8. To bake a cake, the eggs and butter must be fresh.
9. The visitors watched the construction men at work, gaping in open mouth wonder.
10. After biting the egg, it is time to add butter.
11. On examining the account, the discrepancy became apparent.
12. When thoroughly cleaned, you should wash and salt the fish.
13. Granting his weakest conditions, he can move today.
14. Having arrived late for practice, a written excuse was needed.
15. The experiment was a failure, not having studied the lab manual carefully.
16. *When the ball was thrown into the air*, the dog caught it.
17. *After eating the dog chow*, the bowl was empty
18. *The closet was empty*, having packed everything into the suitcase
19. While taking a test, a fire alarm rang.
20. In retrospect, it was a mistake





Practice Parallel Structures

1. It is easier to tell the truth than lying to people you love.

2. For her birthday, Marsha received a cake, some clothes, and she got a new CD player.

3. Jim wanted to scare us by telling us a ghost story and he showed us a horror movie.

4. The witness described the suspect as tall, light-skinned, and with a beard.

5. Spending the day with you is better than if we were apart.

Grammar Lesson Plan B.A. (Honors) level student is done as the following one:

UnitedUniversity  
English Discipline

B.A. (Honors) in Contemporary English Studies, 2012

Name of the course coordinator: Professor Johnson Handy

Course Title : Introduction to English Grammar

Course Code : ENG103

Recommended Study Year: 1st Year

No. of Credits/Term : 3

Mode of Tuition : Lecture and Tutorial

Class Contact Hours : 2 hours Lecture/week , 1 hour Tutorial/week

Category in Major Programme : Required Course

Prerequisite(s) : N/A

Co-requisite(s) : N/A

Exclusion(s) : N/A

Exemption Requirement(s) : N/A

Brief Course Description:

This course is a systematic introduction to English grammar from a scientific viewpoint. It deals with the central features of English grammar, such as verb and noun phrase construction, clause construction and verb complementation, paying particular attention to areas that are relevant and of interest to Cantonese-speaking learners of English.

Aims :

This course aims to promote awareness of the grammar of English at an introductory level. It assumes that most learners will have been exposed to English Grammar, but in an informal, piecemeal way, involving rules of thumb which may be misleading, and tries to remedy this. It recognizes that English Grammar is far too extensive a subject to cover thoroughly and seeks to address this by training students to become their own grammarians.

Learning Outcomes:

By the end of the course students will:



1. Possess an extended knowledge of English grammar in certain key areas, especially ones that are problematic for Chinese-speaking learners;
2. Be aware of the underlying system of English grammar, of the systematic nature of phenomena that superficially seem to be random;
3. Be equipped with strategies to deal with areas of English grammar that are not dealt with on the course;
4. Be able to reflect on and talk about English grammar, in other words, to begin to approach the language as an object of intellectual endeavour;
5. To counteract simplified and mistaken notions that are common among learners of English in Hong Kong; 2
6. Be able to understand and explain why certain forms are unacceptable;
7. Be able to construct and manipulate the basic grammatical structures of English;
8. Be familiar with the grammatical concepts and metalanguage that will prepare them for later courses.

Indicative Content :

1. Approaches to grammar;
2. Word classes (and sub-classes): nouns, verbs, adjectives adverbs, determiners, pronouns, conjunctions;
3. Noun phrase construction: determiner, modification and heads;
4. Article usage;
5. Formal and functional features of adjectives, adverbs and prepositions

Verb phrase construction:

Finite and non-finite verb forms

Tense, aspect and voice;

6. Modal and auxiliary verbs;
  1. Clause elements: subject, verb, object, complement and adverbial;
  2. Verb patterns: intransitive and ergative, transitive;
  3. Complex and compound sentence structure; subordinate clauses;
  4. Form and function of sentence patterns;



5. Information structure; movement rules.

Teaching Method:

The course will be mostly teacher-centred but with a significant proportion of small group and student-centred activities. It will consist of three class hours per week: two in plenary mode and one in tutorial mode. The plenaries will be used for lectures and workshops based on these, while tutorials will offer the opportunity for small-group activities, such as questions, discussion, exercises and, later in the term, student presentations. Outside of class students will be assigned reading and exercises for completion, as well assessed activities.

Measurement of Learning Outcomes:

This will consist of tests (of the content of the first half of the course and of students' ability to manipulate basic structures), a presentation on one small area of English and a final exam covering the whole of the course.

Assessment :

Continuous Assessment: 50%

Final Examination: 50%

Recommended Readings:

Greenbaum, S. and G. Nelson, *An Introduction to English Grammar*, Harlow: Longman, 2002.

Collins Cobuild English Grammar, London: Collins, 1990.

Collins Cobuild Grammar Patterns 1: Verbs, London: HarperCollins, 1996.

Crystal, D., *Rediscover Grammar*, Longman: Harlow, 1988.

Greenbaum, S., *The Oxford English Grammar*, Oxford: OUP, 1996.

Huddleston, R., *English Grammar: an Outline*, Cambridge: CUP, 1988.

Quirk, R.S. Greenbaum, G. Leech and J. Svartvik, *A Comprehensive Grammar of the English Language*, Harlow: Longman, 1985.

Swan, M., *Practical English Usage*, 2nd ed., Oxford: OUP, 1995.

Grammar and Vocabulary teachings for MA, NFIL and PhD highly include discourse analysis through which grammar and vocabulary are taught simultaneously. Discourse is studied in corpus linguistics. Analysis of discourse is carried out within a variety of traditions that investigate the relations between language, structure and agency, including sociology, feminist studies, anthropology, ethnography, cultural studies, literary theory, and the philosophy of science. Within these fields, the notion of "discourse" is itself subject to discourse, which is, debated on the basis of specialized knowledge. Discourse can be observed in multimodal/multimedia forms of communication including the use of spoken, written and signed language in contexts spanning from oral history to instant message conversations to textbooks. Through the analysis of discourse, higher level students learn new vocabulary and grammatical patterns. Apart from this, morphology is taught in details. The concept of stem, base and root, morpheme and allomorph, affixation, reduplication, suppletion, zero modification, word structure, classes, word analysis through tree diagram, semantics, syntax, syntactic analysis of the construction of phrase, clause and sentence, transformational Generative Grammar and so on are also taught in such higher levels.

In case of testing system, three qualities are marked for a good testing: validity, practicality and reliability. Validity means the test must have face validity, content validity, concurrent validity, predictive validity and construct validity. Reliability refers to the efficiency of the test as a measuring device so that it gives similar results in its regular trials. Reliability hampers is the questions r too easy and are made of following a specified portion of the syllabus; rubric is not clear and the test result can be marked by the teacher's partiality. Practicality refers to the administrative decisions which are taken by the higher authority before starting testing systems. Regarding types of testing we have: proficiency test, placement test, achievement test including progressive test and final achievement test, diagnostic test and aptitude test. In case of





grammar and vocabulary, proficiency test and achievement tests are designed according to the level of the school and students.

## CONCLUSION

In summary, teaching grammar and vocabulary is as much harder, as much relative and sophisticated a matter as teaching itself is. Students are of various levels. Their syllabus, curriculum, lesson plan, materials and teaching methods for the sake of grammatical competence and vocabulary must therefore vary. The students usually as it is a common picture in our country fail to comprehend grammar or to memorize the rules or to apply them in different contexts and furthermore cannot apply vocabulary according to situations or collocation even if they have managed themselves to learn a lot from vocabulary. Therefore, the teacher must be best aware of what method he should prescribe and apply for the students. After selecting the curriculum and syllabus designing, method and materials, following a superior gradation system, must be chosen to make a good check list and lesson plans.

Grammar translation method can be handy in teaching grammatical items and particularly with the students of secondary and higher secondary level; nay now-a-days CLT method is mostly preferred for the students of that level. On the other hand, other methods like DM and ALM are followed to the outer world. There are doubts and debates regarding the actual manifestation of these methods in Bangladesh. After all, there is scope and ample opportunity of a teacher to personalize his task regarding teaching grammar and vocabulary if he is active and efficient in making sound check list, lesson plan, syllabus design, curriculum revision and material selection along with gradation assortment. The best thing to be done by a teacher is to follow his intuition judging the context, situation and the competence of his students. Besides, considering the level of students, he must have to impart a holistic knowledge regarding grammar and vocabulary insinuated in his sound lectures that should beas much informative, innovative, comprehensive and interesting as possible.

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