

A Study on Teaching Grammar at the level of diploma in engineering in Maharashtra

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Abstract

Proficiency in English language has become an integral part of education and specifically of technical education in Indian context. Being the international or global language, its widespread usage and importance for communication is known by all. At this backdrop, teaching and learning English as the second language is one of the major concerns in Maharashtra context. This paper focuses on the study of teaching grammar at the level of diploma in engineering in Maharashtra. Taking into consideration the situation today, this paper also spreads light on some challenges faced by the students and teachers of English language and tries to suggest a few ways out to that. Revision in curriculum, effectiveness in the teaching learning process and use of multimedia tool can become promising answers to the issues related to teaching and learning of English. Motivating the teachers and students to fulfill their needs of language learning is also one of the most important aspects of language enrichment and communicative abilities ultimately.

KEYWORDS: Grammar, Maharashtra Context. challenges, effectiveness, enrichment, diploma engineering.

1. INTRODUCTION

Grammar is a very important part of English language. Mastering the grammar of English language will affect the mastery of language skills. Therefore, in studying language formally, grammar should be studied in depth. The students need to be given adequate provision of grammar knowledge so that they can become perfect in good language skills.

It is exact that putting grammar in the foreground in second language teaching, because language knowledge of grammar and vocabulary is the base of English language. Grammatical competence is one of communicative competence. Communicative competence involves knowing how to use the grammar and vocabulary of the language to achieve communicative goals, and knowing how to do this in a socially appropriate way. Communicative goals are the goals of learners' studying English language. So grammar teaching is necessary to achieve the goals.

Grammar, for many students especially after 10th class is considered a difficult and unattractive subject. They do not like learning grammar and therefore they cannot have good achievement in learning it. Even students who have learnt grammar for some years in college still get difficulty to construct good and correct sentences. Some students still make grammar mistakes when they write their graduating paper and lecturers have to work hard helping them correcting the mistakes.

2. Different Methods of Teaching Grammar:

English grammar is notoriously difficult to learn for both native and second-language speakers especially diploma students. There are so many intricacies, obscure rules, and exceptions that it comes as no surprise that different generation of teachers have used various approaches to teaching grammar to train literate English writers. In the past, memorization-based techniques that relied on repetition slowly gave way to more creative methods. Today, we live in a society that prizes literacy and is willing to adapt to more effective methods to achieve the best results in teaching grammar at the level of diploma engineering in Maharashtra.

Diagramming Sentences

One of the older forms of teaching grammar, diagramming sentences, first appeared in the 19th century. This method involves visually mapping the structures of and relationships between different aspects of a sentence. Especially helpful for visual learners, this method disappeared from modern teaching at least 30 years ago. More recently, diagramming sentences has had small pop-culture resurgence in prints of famous opening sentences and websites that allow you to diagram to your heart's content. Now days this method is not used by teacher at the level of diploma engineering colleges. Even many teachers are not aware of this type of method to teach grammar.

Learning through Writing

This method is often used in schools in the U.S. and Canada. Students are encouraged to explore language through creative writing and reading, picking up correct grammar usage along the way. If there are specific problems with certain grammatical rules, these are covered in a more structured lesson. An emphasis is now being placed upon language acquisition over language learning, as it has been observed that learning grammar by memorization does not work well and that students are better able to recognize and understand grammatical rules when lessons are more interactive (i.e., they have to apply these rules in their own writing). Repeated practice is also important and easily achieved through creative or personal writing exercises. Though this method is useful, it's not possible in diploma engineering colleges. First reason is lack of time to encourage students for creative writing and reading. Students have other technical subjects which are very difficult so students are giving more attention to these subjects than language.

Inductive Teaching

The inductive method of teaching grammar involves presenting several examples that illustrate a specific concept and expecting students to notice how the concept works from these examples. No explanation of the concept is given beforehand, and the expectation is that students learn to recognize the rules of grammar in a more natural way during their own reading and writing. Discovering grammar and visualizing how these rules work in a sentence, allow for easier retention of the concept than if the students were given an explanation that was disconnected from examples of the concept. The main goal of the

inductive teaching method is the retention of grammar concepts, with teachers using techniques that are known to work cognitively and make an impression on students' contextual memory. This method is also useful for diploma engineering students but the problem is that they are 10th pass students and they are not able to illustrate a specific concept and to recognize the rules of grammar in a more natural way.

Deductive Teaching

The deductive method of teaching grammar is an approach that focuses on instruction before practice. A teacher gives students an in-depth explanation of a grammatical concept before they encounter the same grammatical concept in their own writing. After the lesson, students are expected to practice what they have just been shown in a mechanical way, through worksheets and exercises. This type of teaching, though common, has many people—including teachers—rethinking such methods, as more post-secondary level students are revealing sub-par literacy skills in adulthood. As one former teacher states, deductive teaching methods drive many students away from writing because of the tediousness of rote learning and teacher-centered approaches. This deductive teaching method is conducting every English teacher at the level of diploma engineering students. It has disadvantage but in state like Maharashtra most of the institute's teacher are using this method to teach grammar. It suits to students also they can get information about rules and can practice it.

Interactive Teaching

Another method of teaching grammar is to incorporate interactivity into lessons. Using games to teach grammar not only engages students but also helps them to remember what they've learned. This method allows teachers to tailor their lessons to the different learning styles of students. For instance, each student can be given a large flashcard with a word on it, and the students must physically arrange themselves into a proper sentence. Other games can include word puzzles or fun online quizzes. Interactive teaching method for grammar is very useful for diploma students and interesting. In co-curricular activities teacher can organize this type of sessions to develop knowledge of the grammar.

Over the years, many methods have been developed for teaching grammar and have been built upon, abandoned, or combined, all with the same goal in mind—teaching students how to communicate effectively and understand how to use the English language. Because of the grammatical complexity of English, each method has its pros and cons. Some lessons are less likely to be remembered, while others may require more in-depth explanation and practice. Regardless of how grammar is taught, a well-rounded understanding of English grammar is the most important factor in improving the literacy of students.

3. CONCLUSION

The value of grammar teaching is important in English language teaching field. Grammar is the base of English language for diploma engineering students. It is not acquired naturally, but learning, it needs be instructed. Grammar operates at the sentence level and governs the syntax or word orders that are permissible in the language. It also works at the sub sentence level to govern such things as number and person agreement between subject and verb in a sentence. To grammar learning, some students may have a more analytical learning style than others, but if one hope to use English language accurately and fluently, it is necessary for him to receive grammar rules instruction. Grammar is not different from anything else; it is likely that students will learn at different rates.

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