CHAPTER V
TEACHING OF ENGLISH PROSE, POETRY & GRAMMAR
Teaching of English Prose:

Method, Problems and Probable Solutions:

In the beginning there is normally text-book having both prose and poetry lessons, though the number of prose lessons is much higher than the poetry lessons. The chief objectives at this level are two: (i) to promote pupils' knowledge of the language, and (ii) to promote their knowledge of the subject-matter. For the sake of promoting pupils' knowledge it is necessary that lessons are presented with complete explanations. In order to meet these objectives it is essential to analyse the prose lessons, explaining each word—the grammatical implications and meaning.

As far as the teaching of prose is concerned, the teacher must plan his teaching methodically. Certain steps that can be helpful in planning the teaching of prose
may be suggested. However, these steps are not dictatorial, so the teacher may change their order according to his need. A properly drawn plan is the first step of purposeful teaching. Selection is an important part of planning and the selection of text-books of great importance. Normally, the selection of text-books lies outside the orbit of the teachers. Yet, here are suggested some significant points that should be kept in mind when a text-book is selected for students. The contents of the text-book must be appropriate in accordance with the standard for which it is meant and it must be teachable. Topics in the text-book should be interesting for students. They should follow the principle of 'simple to complex'. The subject-matter should not seem to be disconnected. It should be such as enhances the creative competence of students. It should contain enough exercises for the practice of grammar as well as the content. This is particularly applicable to the junior classes as there must be no separate book on grammar at this stage. Text-books, as far as possible, should not be based on the structural approach. It may, unfortunately, be true that the selection of text-books lies outside the orbit of teachers, nevertheless it lies within their orbit to evaluate a text-book on the above mentioned points or points that their own experience suggests. If the book
falls short of the teacher's standard, he may send it to his authorities indicating the limitations of the book along with valuable suggestions for reforms.

The second step is the planning of the lesson. The teacher must perceive what the objectives of teaching of English prose are before presenting lesson to the class. The chief objective is to enable pupils to comprehend the passage and understand its meaning. Simultaneously it also aims at increasing their vocabulary; developing their imagination; enabling them to read English passage with correct pronunciation; enabling them to grasp message contained in the lesson; empowering them to apprehend it by reading silently; and preparing them for world citizenship.

English is an alien language and it is not so easy for the Indian pupils to possess the complete knowledge of the language. In addition, pupils do not take keen interest in the study of English. So, the teacher has greater responsibility. He has to draw pupils' attention towards the lesson and so the preparation of the lesson is very necessary. The teacher should make the best use of every material that produces interest amongst pupils towards the prose lesson. The material aids are most necessary for the teaching of English prose, for unless
these are utilized properly, pupils will not be able to comprehend the subject and the entire purpose of teaching will be defeated. Hence, the teacher should endeavour to present his material in the most attractive way. It is just possible that the employment of material aids may be taxing and may cause extra labour, but the teacher should not feel nervous rather should prepare the lessons with all his dedication and devotion. Labour once put in becomes an everlasting asset. The preparation of flashcards, flash-scrolls, substitution tables, conversational sentences, phonetic charts, coloured slides, etc. are such tools that will definitely make the teaching more interesting and once they are prepared they will always be of help.

English prose can be taught successfully when we make the best use of the previous learning of pupils in its teaching. The pupils should be asked questions about their prior knowledge. This will generate interest amongst pupils. After this, the teacher should introduce the lesson. Introduction of the lesson must be extremely attractive. The lesson may be introduced in several manners — e.g., by putting questions and providing answers, by showing a picture; by narrating a short story but always an interesting one; by narrating some event correlating it to the lesson etc. The introduction should neither be
too concise nor too time-consuming. It should attract students towards the given lesson and rouse their curiosity about it.

The teacher should state clearly the aim of teaching before beginning the subject. Psychologically, the student must have a well-defined aim before him, in order that he can be motivated.

The next and one of the most important parts of the teaching of English prose is the method of the presentation. The presentation of the lesson is somewhat difficult. The teacher should remember while presenting the lesson that the knowledge of English of most of the pupils is poor. A successful teacher is one who presents the lesson in such a manner that the pupils may enjoy it. First of all, a model reading by the teacher is essential. Its intention is to enable pupils to know the proper manner of reading. Therefore, the teacher, should read with proper pronunciation, intonation and stress. He should also be conscious about pauses, articulation and expression. Before performing model reading, he should instruct pupils regarding appropriate postures, opening of the book and concentration. While reading, he should not absorb himself entirely in the book. He should keep an eye on the pupils also. After model reading by the
teacher, the students should be taught the spelling and
 correct pronunciation of new words and so the teacher
 should attract the minds of the pupils towards the spelling
 as well as the pronunciation. Those words should be chosen
 that are pronounced or may be pronounced incorrectly
 by pupils. The correct pronunciation of all difficult
 words should be written on the black-board, so that students
 can watch them again and again and absorb them.

 When the teacher is quite sure that the students
 have learnt the spelling of new words and they can pronounce
 the words in the correct way, he should instruct them
 to read the prose piece loudly. If he feels that the
 pupils have not grasped any particular word and can not
 properly pronounce it, he should ask them to articulate
 it a number of times. When he is satisfied that each
 and every pupil can pronounce each and every word correctly,
 he should initiate reading exercises. But "reading alone
 is a waste of time unless it is done really well. The
 teacher's own model is important: and if he is lucky
 enough to have such things, he may use a tape-recorder
 or record-player to let his class hear English read by
 a reputable native speaker. Pupils or groups of pupils
 who are reading aloud should preferably stand facing
 the class, with the teacher facing them at the back of
 the room. The teacher is like the producer of a play.
His job is to see that pupils read clearly, audibly, and intelligently — that is, that they express the meaning of the passage without any extravagant or unnatural variations of stress or intonation. They must express the meaning. So reading aloud can only take place after the passage has been read silently and after the necessary questions have been asked and answered, and after the passage has been fully understood.  

After the loud reading, the work of exposition and explanation should be started. There can be various techniques for exposition and explanation. Meanings of certain words can be easily explained by using them in sentences. When the students have understood the meaning, they should be asked to use those words in their own sentences. The word, if required, may be divided into two words and their meanings explained distinctly. The meaning of words can be conveyed by translating them into the first language of students. Sometimes, the teacher may adopt the technique of comparison and contrast words. This technique is very useful and should be frequently employed in teaching English. Another technique of exposition and explanation is that of demonstration. Action words can be easily explained by the teacher's demonstration,

1. Allen & Campbell, (Eds.), op.cit., P. 175. The quotation is from "The Reading Lesson" by A.V.P. Elliott.
action or performance with the support of students. The meaning can be deduced, too, by telling the social or cultural story or reference (if any). After exposition, the teacher should explain in a few words the difficult parts and reference of the lesson. In the exposition and explanation task, often the attention of the pupils is distracted from the primary lesson, hence after this task they should be asked again to read the lesson silently and find out if they have learnt it completely.

The next step is to ask questions from students for comprehension. The chief goal of the questions is to find out if the students have grasped the lesson or not. The questions may be of different kinds. The teacher may ask the meaning of a particular word or may ask to explain a particular portion of the lesson. He may also ask the question related to the main topic. Notwithstanding, the teacher should avoid over-questioning. As A.V.P. Elliott thinks, "Above all, over-questioning is to be avoided: nothing is worse than to see a class battered by a stream of questions, most of them unnecessary and unhelpful. Like everything in teaching this matter depends on the teacher's common sense and on his judgement of his class and of the text they are reading. Good questioning is the result, and only the result, of careful thought about the lesson before it is given." 2

2. ibid. P. 175.
Recapitulation is also necessary for the teaching of English prose. In most of the schools, the only device for the recapitulation is the question. But only questions will not do what is required. In recapitulation, the pupils should be asked to explain the important passages of the lesson. If they are taught a story, they may be asked to narrate it. If the pupils are told about any mythological reference, they may be asked to give an account of it. The other devices for recapitulation are to fill up the blanks and ask the pupils to elicit any axiom or idiom if it is in the lesson.

In the teaching of English prose, the assignment is absolutely necessary. Assignment is given towards the end of the lesson. Most of the students are weak in English, so they should be instructed to pay full attention to the English lesson at their home. They may be asked to memorize the meaning and spelling of difficult words. They may also be asked to use these words in sentences. They may be asked to translate the passage into their native language and write the summary. They may also be asked to fill in the blanks, explain words, phrases and idioms. The teacher may give them assignments of answering questions on the passage and writing the gist of the passage. However, the teacher must be prudent in giving assignments. They must be given,
but the teacher should also consider other branches of learning from where pupils will receive some work. They must not be an unnecessary burden to students, rather they should be a matter of enjoyment for them.

Teaching of English Poetry:

Method, Problems and Probable Solutions:

In any language, poetry and prose are two forms of literature which the pupils have to study. In English teaching also the teacher has to teach prose and poetry lessons. But these two forms of literature differ completely. All genuine poetry has three special features — emotion, imagination and rhythm that distinguish it from prose. Poetry is primarily speech and sound; prose merely patterns on paper. "We can compare prose to walking, moving from one place to another on the surface of the earth, getting the world's daily work done; poetry may be compared then to dancing, rising above the surface of the earth, perceiving its relation, getting a fuller view of its reality." 3

Since prose and poetry completely differ from each other, there is a basic difference in the objectives of teaching these two forms of literature. The chief objective in a prose lesson is to enrich the vocabulary,

explain the pattern of sentences, elicit the grammatical implications and clarify the thought and arguments of the writer. While in teaching poetry, the purpose is primarily to enjoy the music, rhythm and rhyme of the verse and the feelings of the poet. The chief objectives of teaching poetry are to enable pupils to understand and enjoy the beauty, rhyme and style of the poem; to enable them to increase their power of imagination and through which the very foundation of mental life; to enable students to read the poem with correct intonation and pronunciation; to enable them to comprehend the imagery and conceptions of the poem; to train their emotions; and to modify the character, emotional set-up and mental make-up of the pupils.

Table 26 (Appendix II) indicates that an overwhelming majority of the respondents (83.06%) are also of the opinion that the teaching of prose and poetry should differ from each other. But, on the contrary, the teaching of English poetry does not apparently differ from that of English prose in most of our schools and colleges. What virtually happens is that the teacher explains the difficult words, disentangles the difficult grammatical implications, and explains the involved subject-matter. Thus, it comes about that the teaching of English poetry is concerned principally with a critical examination of words and
phrases, and a prose-rendering of the poem. This together with an outline of the biographical accounts of the poet makes the general poetry lesson extremely dull. The teacher fails to understand that the teaching of poetry is something else. Besides, the matter and method for teaching poetry to Indian students must be entirely reoriented, if it is to be of any use for them. Much of the English poetry presently being taught in our schools must not be there in any way. Certain classes of English poetry marked with the obscurity of language, vagueness of ideas or emotions or associations expressed are unfit for Indian children.

The teaching of poetry, usually, begins at the secondary stage of education in India. The poems which the pupils have to read are not one with surroundings in which the pupils have lived. Due to this situation, it is not easy for the pupils to feel one with the ideas and sentiments expressed in the poems. They do not take delight in studying poems, while the principal goal of teaching poetry is to give delightful feeling of language. "This means, first, that language of the poem is at least as important as the 'content' which it presumably conveys; second, that the poem should be an experience to be felt, not merely talked about; third that the experience should
Therefore, the selection of poems has a major role in teaching English poetry that must be made according to the taste and life views of students. More often than not the selection of poems is either poet-centred or represents personal whims of those who are given the right to select them. Unless a poem is well-comprehended, it can neither be enjoyed nor appreciated. Uncommon words, phrases and their sequence, obscure metaphors and imagery make the poem too complicated to be comprehended by school students. As some eminent poets have written upon the subjects of child-nature and various aspects of child-life, it is expedient to choose only such poems for their study. Such selections will, definitely, attract them and the pupils will take a great interest in reading them. Merely those poems should be selected that are simple in language and subject-matter that is charming for the younger minds and subject that has a constant rhythm. Whereas the senior students possess a sentimental feeling and for them poems should be chosen accordingly. For beginning stages nursery rhymes and for middle stage's action songs and narrative poems are most appropriate. But for the university stage poems of higher standard requiring analytical and critical studies should be selected.

But all this is not the role performed by a classroom teacher. He has to deal with poems that have been prescribed by someone else, whom he probably does not know, who possibly has not cared to take the trouble of choosing poems with proper deliberation. The teacher is, for that reason, required to have his own plan of teaching some interesting poems, because in the beginning stages he is to generate interest and create conducive atmosphere in the minds of his students for studying poems and experiencing pleasure.

There is no definite method of teaching poetry. Every poem requires an exclusive method and treatment. For teaching poetry successfully, the teacher should plan the poem in advance. There is hardly any need for the teacher to begin the teaching of poetry with a long introduction displaying life, background and philosophy of the poet. As a matter of fact, educationists do not even suggest that pupils need memorize the names of the poets. It is quite sufficient to make the pupils familiar with the general background of the poem. This introductory background might be presented in the mother-tongue. In fact, a poem only exists for students if they hear and read it and in this way, feel the music and beauty of its language. The teacher should always keep in mind that the medium of poetry is music and its subject-matter
is emotion. Thus, in poetry teaching what matters more is how it is read. Therefore, the teacher should present a model reading with proper pronunciation, intonation, stress and rhythm. This model reading should be done twice or thrice. If the teacher is not moved by the emotion of the poem, he can not properly read it and so can not properly teach it. If he has been so moved, he will feel the emotion and then read the lines in the genuine intonation of speech. He will feel its spirit and the spirit and the mood of the poet. If the teacher perceives the sentiments and feelings of the poet, then under the inspiration of those feelings and sentiments he can communicate easily the exact meaning of the poem to his pupils.

In teaching poetry too much exposition and explanation should be avoided. If there are some unknown words in the poem, the teacher should tell their meanings one by one orally. He should not consume much time in it. Too much explanation, in addition to being a waste of time, destroys pupils’ enjoyment. Pupils start focussing their attention not on the words of the poem but on their prose equivalents. As champion explains, "Preoccupied with disentangling the intricacy and obscurity of language and structure and with trying to catch the thought or motive depicted in the poem the words of the poet are
lost sight of by the students or at best receive only scant attention. 5

After reading the poem the teacher should ask three or four students to read it. He should help them read it with impression, paying attention to their pronunciation, rhythm, intonation etc. This will enable them to feel the music and beauty of its language. The teacher should try to teach the poem as a whole, not in parts. So, in the junior classes particularly, the poems should be small so as to complete in a single period of the subject.

After enough reading of the poem both by the teacher and the students in the class, the teacher should ask some questions to evaluate their understanding and to explain and clarify certain ideas more. Though, some educationists consider that the asking of questions must have no place in the teaching of English poetry, yet it is not useless in any case to ask questions from student while teaching poetry. But these questions must not injure the atmosphere of the class and break continuity of the poem. These questions should be so arranged as to enhance the refinement in the taste of the students. The questions

should be helpful in bringing forward the feelings and sentiments of the poet contained in the poem. The questions should be so ordered that the pupils may feel curious about other questions. They should be encouraged to ask the teacher to put more questions. Grammatical questions or those of a classical nature are not at all helpful in apprehending the very essence of the poetry. They spoil the atmosphere of feeling the beauty of poetry. In stead of feeling the beauty, the pupils by such questions get bored.

Having asked questions and received answers, the teacher should recite the poem once again and it will be the last reading. This last reading will heighten appreciation of the beauties in the poem. Pupils will hear with deeper realization and greater pleasure this time. The teacher may also ask some good students to present the last reading. Sometime back, singing was thought indispensable to teaching poetry and it was a conception that a good teacher was one who could sing the poem in a melodious voice. The teacher used to sing and then teach. Now that exercise has been given up and rightly so. Recitation must not be performed in a musical voice. It should be full of emotions, but of a simple nature. The chief reason for it is that it is almost impossible for children to sing the English poems. Then the next
contention against this practice is that it causes chaos in the classroom. The pupils do not endeavour to catch the spirit of poetry. They are lost in unessential singing. Then, those children who do not possess a melodious voice are made an object of ridicule. This originates inferiority complex in them, that is not, in any case, acceptable in education. Thus, it is not advisable to teach the poetry by singing it, although every emphasis should be laid on proper tone, speed, voice, pause, rhythm etc.

The teacher should not give excessive importance to assignments in poetry teaching. Nevertheless, he may ask students to learn some lines of the poem by heart or write the substance of the poem. The pupils may be asked to do some creative work, too. They may also be asked to draw a picture showing the scenes described in the poem.

The importance of teaching poetry in English language course at the school as well as college level can not be denied. It leads to an overall modification of the whole personality of students. Sometimes it is alleged that poetry does not serve any utilitarian purpose, i.e., it does not strengthen the student's command over English. The reason is that the language of poetry is entirely different from everyday speech. Moreover, the poetry
can not be used to increase the vocabulary of the students, for there are a large number of words that are exclusively used in poetry. Nevertheless, poetry has an immense appeal for children and it is the best way of arousing their love of the language. It has tremendous significance as it assists in expression and training of emotions. "There seems to be a special value of poetry in a foreign language in opening up the fantasy and giving release to inhibited and excessively introverted types." 6 Besides, poetry creates variety in the English course and is a great antidote against boredom. "To leave poetry out of a language course is to renounce an extremely effective and labour saving method of absorbing useful language. It is also to abandon opportunities to humanize and warm what otherwise may be a very dry and chilly traffic in words and information. It is to renounce the hope of delivering us from the pedestrian writing - if not platitudes of the text-book writer. It is to neglect an important and powerful aid in establishing in the pupil's mind a favourable mental set. It is to stop short of what might be most rewarding in the pupil's experience of language." 7

7. ibid., P. 238.
It is the chief responsibility of the teacher to ensure that the English poetry is taught properly in the class. He must be able to generate in the children a sense of pleasure and wonder. This he can do if he can himself recite the poem in a manner which conveys not only the feeling but also the mood of the poet. He should give the students time to establish their own impression, encourage them to criticize and assist them in doing so. He must let the poetry period be a period of delight. He must seek turning out readers of poetry, not students of poetry.

Teaching of English Grammar:

Method, Problems and Probable Solutions:

When we learn a language we learn the sounds used in that language, the fundamental units of meaning, such as words, and the rules to combine them to produce new sentences. The rules and elements establish the grammar of a language. Grammar, then, is what we know; it represents our linguistic ability. To perceive the nature of language we must perceive the nature of this internalized, unconscious set of rules that is part of every grammar of every language.

The word 'grammar' signifies different things to different persons. To a layperson, grammar may imply
something that explains correct and incorrect use of English. To school students and to most of the school teachers, grammar is a body of the rules of English. To a linguist, it implies the complete set of signals by which a given language conveys meaning. Grammar is defined by Koutsoudas as "a device that generates (i.e. enumerates) an infinite number of correct sentences of a given language and no incorrect ones ... A Grammar is a device that tells the reader how to construct an infinite number of correct sentences of a language, and no incorrect ones." According to Dr. West "Grammar is not a code of rules; it is like etiquette and table manners, a statement of convention: it summarizes what is done by cultured people, and like etiquette, it is in a state of constant changes." Whereas Chomsky considers grammar as "simply a system of rules that in some explicit and well defined way assigns structural descriptions to sentences." 

There are two kinds of grammar—prescriptive (formal) grammar and descriptive (functional) grammar. Prescriptive

9. Dr. Michael West, English Language Teaching (Longmans Green, 1967), P. 27.
grammar is traditional and conventional. It is considered as a set of rules that can not be altered. This is formal grammar that is related to the capacity to define the language rules and regulations of various aspects of language, their correct and wrong use. Prescriptive grammar specifies certain usages as good and rules out others as bad. It binds the language within its rules and regulations and does not accept that a living language like English varies and so does its grammar. It rejects the fact that good English is not always 'correct English'. As Quirk points out, "Most of the 'problems' of English grammar crop up because of a clash between very definite but often very different conventions of the wider circle of the nation as a whole." 11 The grammar of this sort enslaves the language as well as the language user.

On the contrary, descriptive grammar describes the function of the language - the way the language is really used by the native speakers. It tries to describe the grammar of the language that exists in the minds of its speakers. It does not instruct us how we should speak; it describes our fundamental linguistic knowledge; it describes how it is possible for us to speak and comprehend; and it describes what it is we know about the sounds, words, phrases, and sentences of our language.

It is not very difficult to compare and contrast the two kinds of grammar and judge how they are distinct from each other. Formal or prescriptive grammar is the grammar of rules and regulations. It empowers one to utter the rules governing the language. Descriptive or functional grammar, on the other hand, is the grammar of use. It empowers one to use the language by stimulating a language sense. This is the genuine way of learning a language.

The place grammar should hold in the learning and teaching of a second language has always been a point of great controversy. This controversy has not come to an end even after so much study has been accomplished on this matter. Some scholars think that the knowledge of grammar is not a condition for the learner to use language and respond to it. They try to prove that grammatical knowledge could not give the competence in speaking or writing English. "Much of English grammar taught is pedantic, or archaic even erroneous." Merely learning of rules is not sufficient for language acquisition. It totally depends on practice and habit formation, for it is a matter of skill. A living language could only be learnt through the practice of speaking and not through

the study of grammar. Besides, the knowledge of grammar never assists in either fluency of speech or articulation and colloquial expression. It does not give ideas, and language without ideas is dead. It exalts the importance of cramming rules which does no good to students. Grammar has rubbish forms that are occasionally used. It, in fact, gets in the way of the smooth learning of an alien language.

On the other hand, there are some who maintain that the knowledge of grammar provides the learners with confidence in the active usage of the structural patterns of the language. They argue that competence in speaking and writing English is impossible without a previous command over grammatical rules. According to Wilkins: "The acquisition of the grammatical system of a language remains the most important element in language learning. The grammar is the means through which linguistic creativity is ultimately achieved and an inadequate knowledge of the grammar would lead to serious limitations on the creativity for communication. A notional syllabus, no less than a grammatical syllabus, must seek to ensure that the grammatical system is properly assimilated by the learner." It provides an insight into the structure of the language correctly and competently and its

significance is unexceeded as far as correct writing is concerned. It presents definite standards by which the appropriacy of the language may be evaluated. "Proper grammar teaching can lead to highly concentrated practice over a wide range of available structure. It can make more practice possible rather than less." The data presented in Table No. 28 confirm that this controversy has not come to an end. Whereas the majority of respondents (52.00%) feel that grammar should not occupy a very important place in teaching and learning English in India, a substantially high percentage also believes that grammar is indispensable to teaching English as a second language.

In the old system of teaching English, grammar held an excessively significant place in the curriculum. It was believed that the exclusive way to acquire command of English was to study the rules of its grammar. The entire conception of teaching was grammar-oriented. That is, first the rules of grammar were taught. The practice was 'grammar first, language next'. The method was that the student had to cram the rules of grammar in company with their exceptions. After the learning of the rules, examples followed. In a large proportion of the instances the young pupil had to find himself lost in the complicated

problems, examples and exceptions that were to be learnt for their own sake. It became a dull exercise. Even the teachers did not enjoy in teaching grammar lessons. Most of them treated it as a separate subject. They followed the philosophical view that treated grammar as an art and so followed its formal teaching. It followed naturally that grammar began to be considered as an end in itself. Consequently, grammar was given an undue importance in the curriculum in the past.

With the passage of time and bearing the implications of such terrible study which was likely to make English a dead language, concepts about grammar passed through a constant change. Educationists started realizing that the correct usage is not fixed forever. What is correct today may be discarded as incorrect tomorrow and so the function of grammar is to describe the chief characteristics of current usage. This is the practical view that treats grammar as a descriptive science and thus is the natural view. The first view enables one to express grammatically as one is to be preoccupied with rules of correct usage. The second view invites attention to the facts of language and restricts the province of grammar and prefers its functional use to the formal one.
Grammar is not a separate subject, nor is it a separate part of language task. It is closely linked with the language course. As far as English language is concerned, the principal job is to teach functional grammar in a bid to provide students with the real sense of the language. The students should be trained to respond to and use grammatical structures spontaneously and flawlessly. They should be guided to learn the behaviour of words, word-groups and changes in the meaning that are a reflection of changes in the semblance and sound of words. The study of grammatical terminology is of much less use in a practical language course.

However, the critics of formal grammar teaching are divided among themselves. There are those who suggest no grammar specifically, those who suggest grammar only by inductive methods, and those who are for functional grammar only. In another group there are those who are in support of informal grammar, those who teach only the grammar that is met within the learning of the new language, and those who still retain some grammar. This leads to much discord and confusion.

The simple thing to realize is that the teacher is teaching his students to enable them to comprehend, to speak, to write and to read language - to use language
and to respond to it. However, the teacher should have a clear idea of the grammar of the language — its pattern and usage. The students should be solidly grounded in the practice of correct grammar. But grammar must, without exception, follow the language. The teacher's approach to the teaching of grammar should be such that he should draw the attention of his students to the common patterns of the language as it is spoken and written by the educated native speakers of English without prescribing what type of language ought to be used. Quirk says, "The very fact that usage is divided, that we are all aware that some say one thing and some another in these disputed areas, should itself make it obvious that it is impossible to call one 'correct' and the other 'incorrect'. One might as well argue about whether 'begin to work' is more correct than 'start to work' or whether a plain tie is more correct than a striped one, cotton underwear more correct than nylon." 15

In learning his native language, a child is concerned with the small amount of the language which he uses. He does not need any previous learning or knowledge of the grammar of the language for correctly responding to it. He progressively learns the use of sentence structures

with changes which occur in words. Something of this type should take place while learning a second language.

A question frequently arises: Should the methodical teaching of grammar be embarked upon from the very beginning of teaching a second language? Well, experience indicates that no grammar should be taught in the first two years of a language course. This will be injurious to the child's genuine grasp of the language he is studying. The language need of the beginning child is the mastery of basic sounds and patterns within limited vocabulary. The beginners learn the correct usage unconsciously, first by listening and speaking the patterns and afterwards by reading and writing them. The first two years of language learning involves imitation, reproduction and repetition. The grammar teaching should start from the third year of teaching English.

In the beginning stages, grammar should be introduced in an interesting manner. The teacher should not insist upon the cramming of the rules. He should escape its formal teaching. English grammar consists of sentence-structure and phrase-structure in which word-order denotes meaning; the ways in which English uses some inflexions; the ways in which English uses structural words. The knowledge of these structural words can be given and
received through examples in pattern. We must not include unessential difficulties with these essentials of English teaching and make grammar teaching unpopular.

The best source of teaching grammar is the textbook. It is the duty of the writers of the text-books and even before them that of designers of syllabi to establish definite rules and instructions on which these text-books are to be written. The writers should select and grade their material including the specific features of grammar and also provide peculiar exercises at the end of the lesson. The teacher should provide enough training in speech and writing and then by way of correcting the oral and written work, the grammatical points should be dealt with.

The current position of the teaching of English grammar in Indian schools and colleges is not good enough at all. The teachers of English treat grammar as a set of rules that are concerned with the description, analysis and formulation of language structures. The grammar-book is considered as the be-all of language acquisition. The teachers believe that if their students are to learn correct language of speech, writing and reading they must start with learning the rules of the language. It is for this reason that grammar is taught as something separate
from what is taught otherwise as a language course. Grammar seems to be a separate subject as Psychology or History. Grammar is taught for the sake of grammar and not as an integral part of the language teaching course. The study of grammatical items precedes the learning of language structures. The teaching of grammar is correlated with the reading text or course books. Thus, grammar is not integrated with overall language course.

The teaching of grammar and its methodology have always been controversial issues specially at higher stages. Some argue that grammar should be taught through a deductive method, not through an inductive method and vice versa. In deductive method the teacher first tells the rules to the students and then gives examples explaining the rules. The students are then asked to apply these rules to a given exercise. For instance, while teaching helping verbs in the present perfect tense, the teacher tells the students that with 'he', 'she', 'it' and a singular subject the helping verb 'has' is used; with 'I', 'you', 'we', 'they', and a plural subject 'have' is used. He then explains the rules by providing examples. In this way, students go from the particular to the general.
In the inductive method, examples are placed before the students who draw their own conclusion from them. Inductive implies to proceed from law to observations. In this method the students get to comprehend a certain rule without formally defining it. For instance, the teacher presents such sentences as: 'I have gone', 'You have read', 'We have spoken', 'He has come', 'She has written', etc. Now the children are made to find out for themselves that with 'he' and 'she' we use the helping verb 'has' and with 'I', 'you', 'we' and 'they' we use 'have'. On this basis, they frame a rule or definition in their minds that can be applied to other sentences. That is why it is believed that grammar can be best taught through the inductive method.

At the senior stage, language and its forms begin to be complicated and difficult. Simple and short sentences give way to complex and difficult sentences. All sorts of sentences are included in the course-books. It has been well understood that parsing has no value in teaching English. The direct and indirect narration, synthesis, analysis, transformation, etc. are to be learnt. Analysis and synthesis are the most interesting exercises in getting the sense of the language. The obscurity of words and sounds is reduced in these exercises.
Grammar teaching will be useful only when we remember that it helps the formation of correct language habits. Fluent intelligent habit formation is much more fruitful than an unintelligent, mechanical method of learning. It should always be remembered that grammar work is not more advanced than the reading work and it is so graded that it may seem easy and interesting. Therefore, it must be connected with all the other forms of exercises practised by the student on his reading material where he takes one new sentence structure, drills it and uses it in order that its meaning and function become natural with him. He learns the rules in practising sentence-structures.

Undoubtedly, the teaching of grammar has an extremely significant place in the teaching of English as a second language in India. It is true, of course, that we can not do without the teaching of grammar. "We should go back to the study of grammar. The dry-as-dust English teaching, harnessed to the demands of grammar and syntax, what Sydney Smith called 'the nonsense of grammar' has to be re-adopted. What we need to restore is the teaching of correct English as the essential craft through which all writing whether creative or not must be expressed. Children do need to learn the basic rules of grammar as well as what is regarded as good practice. If they
do not, they will neither be able to express 'accurately' what they mean nor learn to discriminate when reading or listening to what other people have to say."16 However, the teaching of grammar should not be based on theories at all. It should never be theoretical. It must have practical elements in it. It may be noted that more than half the respondents (59.06%) have suggested that grammar should only describe the language never should prescribe it (Table 31).

To conclude, the teacher of grammar must lead towards an improvement in the use of English. It means exposing the pupils to material in a form that better suits his learning abilities. It will involve providing him with experience of real language in use rather than giving him a set of rules to be crammed.

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