CHAPTER – II

REVIEW OF RELATED LITERATURE

2.1.0 CONCEPTUAL FRAMEWORK

The fundamental practical factors that have influenced the teaching of English, as well as the theoretical issues that are relevant to it are much more concerned in the English Language Teaching. Everyday concerns of teachers in their classroom and the various disciplines that may offer insights are to be bridged in their process of teaching English Language.

Information sharing and commercial exchange are the two factors that are spoken the best way possible with the teaching of English. English is eminently fitted for this purpose. Hence, the best way of teaching of English as a second language being evolved by researchers working in different parts of the world.

A special collection of articles on “The Current Trends of Change” have brought out by the Specialists on English Language Teaching. It contains good articles on communication era fashion based on the National Policy of Education (1986) and the Action Plan (1986) announced in the same year.

A new approach called the communication approach which was evolved in the western countries is gaining momentum. It was in an experimental stage from the seventies and now it has gained favour.
All these methods suggest a stress-free atmosphere in the English classroom, where the pupils can confidently express their ideas without fear of punishment or mockery. Most of these methods use media and special equipment and learning materials, which can be used with a very limited number of learners. This is not possible in the Indian situation.

2.1.1 Seven Principles of Good Teaching Practice

i) **Interaction between students and faculty is to be seen.** Frequent student-faculty contact in and out of class is a most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. It also enhances students' intellectual commitment and encourages them to think about their own values and plans.

ii) **Interaction and collaboration between students.** Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's ideas and responding to others improves thinking and deepens understanding.

iii) **Active learning techniques.** Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about
what they are learning, write reflectively about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

iv) **Prompt feedback.** Knowing what you know and don't know focuses your learning. In getting started, students need help in assessing their existing knowledge and competence. Then, in classes, students need frequent opportunities to perform and receive feedback on their performance. At various points during college, and at its end, students need chances to reflect on what they have learnt, what they still need to know, and how they might assess themselves.

v) **Emphasize on time on task.** Time plus energy equals learning. Learning to use one’s time well is critical for students and professionals alike. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty.

vi) **Communicating high expectations.** Expect more and you will get it. High expectations are important for everyone - for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy.

vii) **Respecting diversity --- talents, experience, and ways of learning.** Many roads lead to learning. Different students bring different talents and styles to college. Brilliant students in a seminar might be all thumbs in a
lab or studio; students rich in hands-on experience may not do so well with theory. Students need opportunities to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.

2.1.2 Possible Situation or Context to Learn Grammar

The following points of grammar can be learnt under the situation or context prescribed against the column.

<table>
<thead>
<tr>
<th>Situation or Context</th>
<th>Points of Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow a recipe or instructions from a boxed cake mix to bake a cake.</td>
<td>Imperative verb form</td>
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<td></td>
<td>Present continuous tense</td>
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<tr>
<td>Give directions to another person to get to a store, the post office, or a bank using a map.</td>
<td>Present tense</td>
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<td></td>
<td>Non-referential it</td>
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<tr>
<td>Discuss plans for a class field trip to the zoo.</td>
<td>Future tense</td>
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<td>If-clauses</td>
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<td></td>
<td>Conditional clause</td>
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<tr>
<td>Describe a past vacation, weekend, etc.</td>
<td>Simple past tense</td>
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<td></td>
<td>Question formation</td>
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<td></td>
<td>Forms of verb to do</td>
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<td></td>
<td>Word order in negation</td>
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<tr>
<td>Explain rules and regulations to someone, i.e. rules for the school cafeteria; doctor’s instructions to a sick patient</td>
<td>Modal verbs: Can, must, should, ought to</td>
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<tr>
<td></td>
<td>Adverbs of time &amp; frequency</td>
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<tr>
<td>Report a historical or actual past event and discuss conditions under which a different outcome might have resulted</td>
<td>Past conditional and past perfect tenses</td>
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<td></td>
<td>If clauses</td>
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<td>React to the burglary of your house or apartment in the presence of another person upon discovery (active voice) and in making a police report (passive voice)</td>
<td>Present perfect tense</td>
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<td></td>
<td>Contrast between active and passive voice</td>
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<td></td>
<td>Direct and indirect object</td>
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<tr>
<td>Situation or Context</td>
<td>Points of Grammar</td>
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<td>-------------------------------------------------------------------------------------</td>
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<tr>
<td>Role play a shopping trip to buy a gift for a family member or friend.</td>
<td>May, might</td>
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<td></td>
<td>Collective nouns and quantifiers (any, some, several, etc.)</td>
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<td></td>
<td>Indirect object</td>
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<tr>
<td>Answer information questions: Name, address, phone number, etc.</td>
<td>Present tense of verb to be</td>
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<td></td>
<td>Possessive adjectives</td>
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<tr>
<td>Tell someone how to find an object in your kitchen.</td>
<td>Locative prepositions</td>
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<td></td>
<td>Modal verbs (can, may, should)</td>
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<tr>
<td>Fill out a medical history form. Then role play a medical interview on a visit with a new doctor.</td>
<td>Present perfect tense</td>
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<tr>
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<td>Present perfect progressive</td>
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<tr>
<td>Make a daily weather report</td>
<td>Non-referential it</td>
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<td></td>
<td>Forms of verb to be</td>
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<tr>
<td></td>
<td>Idiomatic expressions</td>
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<tr>
<td>Report daily schedules of people (in the class, buses in the city, airline schedules, trains, etc.)</td>
<td>Habitual present</td>
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<td></td>
<td>Personal pronouns</td>
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<td></td>
<td>Demonstrative adjectives</td>
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<tr>
<td>Extend an invitation over the telephone to someone to come to a party</td>
<td>Would like…Object-Verb word order</td>
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<td></td>
<td>Interrogative pronouns</td>
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One of the most important aspects we have found regarding the teaching of grammar is that teachers must have a guiding philosophy of teaching grammar, based on their understanding of their classrooms, students, and current theory and practice in teaching grammar. Taking Constance Weaver's assertion that 'grammar must be taught in the context of real writing' as part of a writing process -- and not separating it as a distinct and separate skill from communication, we developed our own theory and practice-based philosophies of teaching grammar.
2.1.3 Need of Teaching of Grammar

Grammar is a necessity and should be included throughout the English curriculum. Grammar is not just the core of the English curriculum and should, not be used at all. It needs to be used daily in conjunction with an English assignment, because all English speaking people use grammar when they speak. If students are taught grammar and they are taught how to apply grammar to everyday uses the prediction is that students will have a better understanding of the English language and will be able to speak English better and will also be able to advance in their writing skills. Whether or not grammar is used correctly by people in the English language everyone knows how to use some grammar correctly. If students are taught grammar it will help them understand their language better because grammar is used anytime English or any other dialect is spoken.

English is taught as a second language in India by lecture method. Though there are several methods like the direct method, the simplification method, the natural method, the film method, the situation method, the conversational method, the oral method, the linguistic method etc are available, by and large, the language is taught by translation method. In Matriculation, CBSE, ICSE and other boards, the text is read and the meaning is explained in simpler terms. The teacher holds the key of control. The students are not given any opportunity to speak. When the speaking role on the part of the students is almost nothing, there is no option for the students to frame sentences of their
own. The comprehension level may be high, but reproducing what is assimilated is not done due to lack of practice. The students are void of grammar knowledge. They somehow communicate but the accuracy is not attained.

Grammar is a set of rules of any language which governs sounds, words, sentences and their combination. Knowledge of grammar helps the learner to have a thorough comprehension of the text. Mistakes committed have to be corrected to attain accuracy. Tenses and Modals are taught in a very formal way giving importance to rules and labels. The students are very apprehensive about these rules and labels. Whatever the method employed, the grammar classes are not welcome by the students. Fluency is the ability of a person to speak smoothly and readily on all occasions whether the topics are contextualized or general. A fluent speaker speaks is like a native speaker. If he lacks fluency his speech is at halt, fragmentary, slow and unproductive. When it comes to accuracy, much more careful study has to be made. A thorough knowledge of grammar, especially knowledge of tenses and modals only will help a learner to attain accuracy.

The method of teaching grammar in India in general in Tamilnadu in particular is conventional, giving labels, teaching rules and testing by exercises. Mostly the schools in the rural areas feed the candidates to the colleges and the students from these schools prefer conventional method. They expect to learn the grammar rules, know the labels and take some exercises that they be familiar with. But when it comes to construction of sentences they do faulty sentences
since their learning is focused only in learning the rules. It is just like learning to
drive a vehicle by theory lessons. Unless the person is trained to drive a vehicle
by practice and repeatedly, he cannot master the driving skill. Conventional
methods do not help, however.

Grammar is a set of rules of language, which gives us sounds, words,
sentences and their combinations. Grammar serves our effort in language
learning. It gives us a framework and yardstick to correct mistakes and also to
prevent their occurrences. Thus it safeguards or rectifies the language from all
possible errors. It is helpful to monitor the performance of a person. So it is
accepted by everyone that grammar is an essential part of language learning.

What many grammar students do not realize is that they already know a
lot about grammar and that many students understand grammar. For instance,
when reading a comic strip, by breaking grammar rules or turning phrases
around jokes can be created.

The term ‘grammar’ has meant various things at various times and often
several things at the same time; this is one of the major sources of confusion.
As a part of the trivium, grammar was taught along with logic and rhetoric; it was an effective ‘package deal’ but the pack was broken and grammar was separated, lured by linguistics.

Grammar became more and more descriptive, sometimes universal, sometimes specific, sometimes at the deeper level and sometimes at the surface level. Different models have been proposed with different theoretical implications – structural grammar, different models of transformational – generative grammar, systematic grammar, stratification grammar, tagmemic grammar, case grammar, relational grammar, notional grammar, functional grammar and communicative grammar. Each one has a different definition and perspective of ‘grammar’ and a image of abstractions in the name of principles have been proposed: often one gets lost in the jungle of jargon because each theory has its own jargon.

‘Grammar’ according to Encyclopedia Britanica (1976: 669) is ‘the rules of a language governing the sounds, words, sentences and other elements and their language features and their combination and interpretation.

Stern (1967) classifies ‘grammar’ into four broad categories:

Grammar A – represents the competence / the language ability of the native user.

Grammar B – denotes the description of the native competence in so far as it is possible.
Grammar C – represents the competence intended to be achieved by a foreign learner.

Grammar D – denotes the description of their model for teaching purposes – a pedagogical grammar.

Titon (1968) gives the following classification of grammar

2.1.4 Classification of Grammar

Grammar may be classified into two categories.

Prescriptive Grammar: It is the traditional grammar which prescribes rules for the use of the language

Descriptive grammar: It shows the behaviour of the language the way the native speakers use the language.

Language is always in a growing order and this is taken note of the descriptive grammar. Descriptive grammar also sets rules and in that sense it
also becomes prescriptive. Prescriptive closes its door for a change, but the descriptive grammar allows changes in usage.

**Functional Grammar:** It is the grammar that a student picks up by observation and deduction. In the process of learning the correct sentence patterns, the student is also learning grammar. It is the grammar that functions in correct speech. It gives the ability to speak and write correctly, to students. It is also called incidental grammar. This type of grammar is learnt by the students quite unconsciously while learning the language. Here language learning is the first concern. Whatever grammar “they are able to break up that becomes integral part of their knowledge.

It deals with the ability to use the language grammatically i.e., acceptable form of words, patterns of phrases, sentences, sounds, stress, rhythm, intonation etc. It is the grammar in operation.

**Formal Grammar:** Formal grammar is taught in a formal way. It is also called the prescriptive grammar or the traditional type of grammar. It is, in fact theoretical grammar which deals with the definitions and rules of the language. By this, the learner acquires the ability to describe the language. There are set rules. Any departure from those rules is not allowed. The theoretical and rule giving aspect are levelled up. The terms, definitions, rules and formalization of grammar and pattern of language are done under it. It is a systematic clarification of all the language forms.
Formal grammar is the ability to describe the language whereas functional grammar is the ability to use the language. Rules and definitions are not always accurate in English. The ability to describe the grammar of a language does not mean that a person can use the grammar correctly in his speaking and writing.

Powerful arguments against the teaching of grammar:

- Much input produces little output; what was learnt was not applied, or was not applied with sufficient point and frequency.

- Many of the definitions and explanations of the grammatical forms and functions were unsatisfactory.

- The traditional method was inadequate; the teaching of grammar concerns itself with 'picking' out parts of speech, the parsing of words in a sentence, word relationship and grammatical functions; the meaning of the sentence escapes notice and slips through the net of grammatical analysis and synthesis. Grammatical analysis breaks up the unit of thought by its focus on details and fails to relate the detail of the whole.

- In grammar teaching there is usually no application of what is studied. Grammatical rules may be thoroughly understood and learned by a pupil and yet not applied in practice! The only application that is common is limited to ‘correction of sentences’. It is the lack of adequate application of the grammar learnt that
leaves pupil with the impression that grammar is a ‘profilers study’. **Gurray 1961.**

- Error correction and explicit teaching of rules are not relevant to language acquisition. **Brown and Hanlow 1970**

- The study of grammar is not necessary for children and it is not sufficient for adults; meaningful exposure is sufficient for children and necessary for adults. **Newmak and Reibel 1968**

- The best way of imparting even grammatical competence is through use and not usage. **Widdowson 1979**

- It is therefore difficult to apply conscious learning to performance successfully. Situations in which all these conditions are satisfied are rare (the most obvious being a grammar test) **Krashen 1981**

- Our description of when we can monitor what can be monitored, and the linguistic effect of monitoring all reach similar conclusions. The use of conscious grammar is limited. Not everyone monitors. Those who do monitor some of the time and use monitor for only a sub-part of the grammar. **Krahsan 1982**
2.1.5 Note on Tenses and Models

**TENSES**

The word ‘tense’ comes from the Latin ‘tempus’ time. The tense of a verb shows the time of an action or event. It also shows not only the time of an action or event, but also the state of an action referred to:

**Simple Present tense is used:**

- To express a habitual action.
- The express general truth
- In exclamatory sentences beginning with here and there to express what is actually taking place in the present
- In vivid narrative, as substitute for the simple past.
- To express a future event that is part of a fixed timetable or fixed programme.
- It is also used to introduce quotations
- Instead of the simple future tense, in clauses of time and of condition
- As in broadcast commentators on sporting events, it is used instead of the present continuous to describe activities in progress where there is stress on the succession of happening rather than on the duration.

**The present continuous tense is used**

- For an action going on at the time of speaking
- For temporary action which may not be actually happening at the time of speaking and

- For an action that has already been arranged to take place in the near future

**The Present Perfect tense is used**

- To indicate completed activities in the immediate past

- To express fast actions whose time is not given and not definite

- To describe past events when we think more of their effect in the present than of the action itself

- To denote an action beginning at sometime in the past and continuing up to the present moments

**The present perfect continuous is used**

- for an action which began at some time in the past and is still continuing.

- It is also used for an action already finished. In such cases the continuity of the activity is emphasized as an explanation of something.
The simple past tense is used

- To indicate an action completed in the past. It often occurs with adverbs or adverb phrases of past time.

- Sometimes it is used within an adverb of time. In such cases the time may be either implied or indicated by the context.

The past continuous tense is used

- To denote an action going on to some time in the past. The time of the action may or may not be indicated.

- It is also used with always continually etc. for persistent habits in the past.

- It is used with simple past when a new action happened in the middle of a longer action. The simple past is used for the new action.

The past perfect tense is used

- Describes an action completed before a certain moment in the past

- If two actions happened in the past, it may be necessary to show which action happened earlier than the other. The past perfect is mainly used in such situations. The simple past is used in one clause and the past perfect in the other.
The past perfect continuous tense is used

- For an action that began before a certain point in the past and continued up to that time.

The simple future tense is used

- To talk about things which we cannot control. It expresses the future as fact.
- It is used to talk about what we think or believe will happen in the future
- We use this tense with I think, I’m sure, I expect, I believe, Probably
- It is used when we decide to do something at the time of speaking

Future continuous tense is used

- to talk about action which will be in progress at a time in future
- It is also used to talk about actions in the future which are already planned or which are expected to happen in the normal course of things.
- We use ‘be’ to + base form to talk about official plans and arrangement
The Future Prefect Tense is used

➢ To talk about actions that will be completed by a certain future time.

The Future Perfect Continuous Tense is used

➢ For actions which in progress over a period of time that will end in the future.

MODALS

They are employed to produce certain moods for which English does not have inflected verb forms. These modals help us to express the nature of actions that are possible or probable or certain, or those that are one’s duty or obligation. They help us to express various moods.

Meanings expressed / implied

<table>
<thead>
<tr>
<th>Modals</th>
<th>Meanings expressed by the modals with the help of the verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can</td>
<td>power or ability, seeking permission, according permission, polite requests, possibility</td>
</tr>
<tr>
<td>Could</td>
<td>seeking/according permission, polite requests, a permanent habitual ability, suggestion, past ability.</td>
</tr>
<tr>
<td>Will</td>
<td>threat, promise, determination, willingness, futurity, invitation, command, insistence, intention, request, prediction/assumption.</td>
</tr>
<tr>
<td>Would</td>
<td>determination, customary or habitual action, willingness, intention, futurity, unreal condition, request, wish.</td>
</tr>
</tbody>
</table>
Shall  Command, promise, threat, determination, compulsion, intension, futurity, opinion, willingness, certainty / inevitability.

Should  obligation, futurity, supposition, duty, purpose, advice, instruction, opinion, result, surprise, suggestion, expectation.

May  possibility, concession, wish, purpose, according or seeking permission, uncertainty.

Might  probability, possibility, concession, request.

Must  necessity, prohibition, compulsion or obligation, deduction, certainty, probability, determination, duty.

Ought to  strong probability, duty, moral obligation, desirability.

Need  necessity, obligation, suggestion, desirability.

Dare  challenge

Used to  habitual action in the past.

Have to  obligation, compulsion.
2.1.6 Traditional Approaches to the Teaching of English Grammar

In the inductive type of teaching, the students are made to think, and find out the facts. They are thus getting a chance to be active participants in the class work, the teacher presents facts, and the students are made to use their facilities. With the help and guidance of the teacher these students decide, and in this way learn themselves.

It is better to follow the inductive rather than the deductive.

There are some important changes occurring in the field of language learning, grammar learning and teaching. These changes are taking place as a result of dramatic advances in linguistic science, all over the world research techniques of teaching at advanced level, progress made in mass media and greatly in learning foreign languages. In India, the interest in learning English has a long history. English must be taught well. This requires a full appreciation of the modern trends in the methodology of teaching English grammar. A brief look at past trends will help the learner to understand the present and possible future trends.


The organized method is an improvement upon both the Translation – Grammar method and the Direct Method of teaching English grammar. Even the method recommended by Dr. West, which lays down more emphasis on Graded Readers, does not suit the needs of schools and students. This method gives more freedom to the teacher, to lay down his own priorities, according to his own needs. He is also not under the strict requirements of the syllabus, though he is required to have tests and examinations and has also to complete the prescribed courses. Project is also an organized method.

The organized method provides all the help of the books, magazines, audio-visual-aids, libraries, tape recorders etc., to the pupils and the teachers of English. The TV and Radio lessons are also used and the main features of this method are:

(a) The teacher organizes the class into three groups of (i) Average, (ii) below average and (iii) Above average pupils. Thus he meets these three groups in three separate sittings as an organizer.

(b) The text–books, references, material–aids etc., are collected by the students under the guidance of the teacher of English. They publish a magazine also.
(c) Students organize their dialogues, discussions and declamations and the teacher acts as a supervisor.

(d) Even big gatherings of teachers and students are organised by the pupils and this develops confidence and provides stimulus to the students.

(e) Annual symposia in literacy activities are also held and prizes awarded to the students.

The most common way of the English class teaching is the Bilingual or the Translation method. The teacher mostly reads and transforms the text into the mother tongue of the child. Meanings of the words are given in the language of the learner. After the lesson is over yet another procedure is used in the form of Dictation, to fix up the knowledge, in the child’s mind, keeping in view the examination needs.

In higher classes when comprehension and language training are developed to a certain degree, teachers find lecture method quite easy, handy and useful. In the college classes and professional courses help is taken mostly through lecture method. This method is economical also and more preferred.

But all these methods have some qualities and drawbacks. A teacher of the other tongue – English has to do a lot of pick and choose, before he finally settles to use one or the other of these methods of teaching English.
2.1.7 Non – Traditional Approaches to the Teaching of English Grammar

The students may have the following type of activities to learn English Grammar.

1) Teaching grammar through Games - A lot of grammar games may be given with fun in learning.

2) By assigning Group Projects – peer group or small group projects.

3) By making the students write and display the posters around the classroom

4) By screening movies and helping them to pick out grammar points from the dialogue and conversation.

5) By playing music and a few grammatical structures in the lyrics may be learnt.

6) By reading a poetry a few grammar items can be learnt.

7) Flashcards can be used effectively to grammar learning.

As an English teacher, many times the question of grammar arises. Teachers attempt to teach their students various rules and forms of writing. Students always ask why they need to learn this stuff Why is it important to teach
grammars? Here are a few tips to help the teaching of grammar go a little more smoothly.

Grammar should be seen as a set of tools to utilize to become better writers and speakers. Grammar should not simply be a set of rules to follow. Grammar is a set of tools, not rules and if students know this they may not be so resistant to use this tools.

Teaching students the “correct” grammar, or the Standard English version of grammar, that is used in most professional settings, may help them gain employment or get into a college. Knowing Standard English may prevent a student from sounding ignorant or less intelligent in social situations. In our world, first impressions are everything and we all hate to admit it but if someone sounds dumb when they speak, many assume that that person is dumb.

Grammar sounds like a horrible, boring subject to teach and to learn but it must be done at some point, or various points, throughout a student’s education. Grammar should not be taught as its own unit, but rather it should be integrated into every unit and taught as mini-lessons. Using problems that students have during class activities and projects, various aspects of grammar can be covered and related immediately to the topic at hand.

Students come into a classroom at different points in the process of learning grammar. One student may need a lot of help making it clear what they want to say. For this student, grammar may not be as big of a concern to them.
Another student however may know what they want to say and now they need to work on the “nitty gritty” details of writing.

Grammar should not be simply had by giving hand outs, work sheets to work, a unit thought on its own or through giving drilling exercises. Grammar should use student work to help them relate to concepts and it can be, a set of tools they can use. It need to be taught in small doses-mini-lessons. If we don’t have anything to say, grammar does not matter and it serves as being a low order concern.

Let us consider the following:

Grammar is used as a tool for improving students’ writing and understanding of the language. We need not highlight every error in their writing and deduct a point for every mistake. If students need to be more creative in the classroom let them not observe examples from a book simply written on a board.

We need to introduce them to different dialects and writing styles, and encourage their own creativity. We need not insist that Standard English is the only acceptable grammar to learn. We need to vary the structure of your class periods and grammar lessons. Let us give them examples of grammar (both Standard English and variations) in context. Let’s make them take multiple-choice or fill-in-the-blank tests. We have to use a sense of humour sometimes and apply the grammar directly to their writing. Let’s spend time repeating the
same elements they have covered every year and create a list of new concepts or brainstorm

**Scott Thornbury** in his book, ‘Natural Grammar’ has taken one hundred of the most common words of English and examined the patterns they form or take. As he says in his introduction, ‘words have grammar’. He goes on to quote **Professor John Sinclair** who said, ‘Learner would do well to learn the common words of the language very thoroughly, because they carry the main patterns of the language’.

There are at least three things (and probably more) that are of interest from these statements and observations. The first is that grammar doesn’t exist on its own. In fact, grammar is, in its simplest form, patterns formed by the way in which words combine. Therefore, by looking at, and for, these patterns we (both teachers and students) may well learn more about language than by looking at ‘abstract’ rules. The second thing is that if the top 200 words make up approximately 50% of all written and spoken language they must also make up approximately 50% of all written and spoken grammar. The third thing is that we often overlook these little words. These words are usually not ‘content’ words. In speech they are often unstressed and, quite frequently, contain a schwa sound.

However, these little words, regardless of their size, are extremely important. It is a case of ‘little words, big grammar’. With the increased availability of corpora and the development of sophisticated ‘tools’ with which to process
data, we have the means to examine ‘real’ language and extrapolate ‘rules’ and patterns.

For example, if we look at the word ‘about’ we will find that the most frequent use is as an adverb used for showing that you are guessing an amount or giving an appropriate time.

Learning parts of speech is made interesting by this way. Students may be asked to bring in their favorite comic strip then have them analyze the jokes and figure out what parts of the English language make a joke funny.

Another lesson that can be used to teach grammar in a fun way is students analyze newspaper headlines. The grammar lesson that can be used with the newspaper headlines is connectors. The lack of connectors in a sentence can lead to ambiguities.

Students can write a story. They can write about anything. Then after giving a short lesson on action verbs the students can go back to their story and include as many action verbs as they can. This project could be done with any grammar lesson, i.e. prepositional phrases, participial phrases, adjectives, absolutes. Many students and teachers realize that grammar rules can be broken and changed, and turned around. Once a student begins to learn Standard Edited English then they can start playing around with the English language and putting their newfound skill to everyday use. When completing a grammar class,
students leave with a confidence of knowing that they understand grammar better.

**Application Oriented Approach**

Diagramming sentences is a way of the past. Grammar is not learned by worksheets. Students have a difficult time learning by simply filling out worksheets with grammar. They learn best when it is applied to something that they know or are responsible for. Grammar should be taught as a lower order concern (LOC). Grammar is not the most important thing that students should be worried about. Things that should be considered are: focus, organization and style. We should not use boring, old, and dusty grammar textbooks newspapers, magazines, and student publications are to be used. This way, students can incorporate grammatical ideas into their own work using examples that would be feasible for them to remember the ideas.

How students speak in a class is completely different from how they speak to their friends, and it should be. Each situation calls for a different conversational style. Knowing various dialects is a form of communication and it is the English teacher's responsibility to educate students in the ways of writing, communication, and literacy. Grammar is another way to make student’s writing flourish. Students can write more expressively when given various grammatical tools to practice with. Students will soon be able to see that grammar is a valuable and indeed necessary tool for writing.
2.1.8 Teaching of English Grammar – Teachers’ Perspective

If by ‘grammar’ we mean the various ways the users of a language manipulate and combine smaller units to form longer units of meaning (words, phrases, idioms and sentences in order to form longer units of discourse), the language teacher must create conditions for such manipulations in a gradual and systematic manner. So that learners may acquire the ability to use the language for activities inside and outside the classrooms in situations where the language learnt is to be used.

Language teachers must be clear in their minds about what sorts of things are to be included in the heading called GRAMMAR according to the age, ability and needs of learners.

- Is grammar to be taught in a school or college where the effective medium of instruction in English?

- Is it to be taught to native users of English?

- If the learner has a fairly good command of English, what kind of activities are to be included to improve the learner’s style and mode of communication.

- If the learner has not acquired even the basic vocabulary, what activities are to be included to build up the basic foundation without making the learning process dull and boring?
Is ‘grammar’ to be taught to beginners at the elementary level / secondary level / tertiary level / post graduate level / in teacher training programmes?

If so, how much ‘grammar’ at each level and in what manner is it to be taught? The sheer variety of language manipulation activities for conveying meaning that is labelled ‘grammar’ in enormous and, obviously, not all can be taught at all levels and for all purposes.

“Grammar is a device that generates all the grammatical sequences of a language and none of the ungrammatical ones and that generative grammar is a system of rules that in some explicit way, assigns structural descriptions to sentences”. Chomsky(1957).

“Linguistics as a theory is interested in the study of language to in relation society; it tries to study issues like how language is acquired during development, how language is comprehended as how it is produced,” Chomsky (1945).

Chomsky postulates several conditions like rule ordering, constraints of transformations, filters etc., in order to construct a matching model – a model of grammar that will reflect a native user’s knowledge of his / her language and ultimately the human beings innate universal grammar.
2.1.9 Learners’ Perspective about Learning of Grammar

Out of the fundamental work in linguistics, certain insights are made available to language teachers about the anatomy of the language and its parts, the sentences in the language and their parts, the words and their parts.

A grammar for learners is not just linguistic descriptive or prescriptive; it has to bring in a lot of educational considerations like conditions of teaching and learning, learning motivations, human interest, relevance, success – orientation, heterogeneity, social conditions and attitudes, ability level, etc.

Basically, in a ‘grammar’ for learners; also called pedagogical, the focus should not be on the language itself. If the focus is not on the language, a meta-language becomes necessary to talk about the language. A language is learnt effectively only when the focus is not on the language itself. Learners are not interested in the anatomy of language-like patients. Patients would like to get well, feel well and be in a state of good health; similarly, learners would like to feel confident and be in a position to use the language effectively.

Secondly, what is taught in the name of grammar must be relevant to the needs of Learners. This means the teaching of grammar must be properly contextualized according to the level of learners so that learning takes place in relevant and meaningful contexts. The teaching of grammatical categories must be properly inter-woven with general knowledge, topics of interest in history,
geography, environmental studies, science, current affairs, etc,. This will link up grammar teaching with composition.

Thirdly, a learner’s grammar is a ‘filtered grammar that brings English teaching to the classroom. When it is properly filtered the distribution between ‘grammar teaching’ and ‘English teaching’ will disappear.

Lastly, the question of using even some essential grammatical terms (like the names of the parts of speech) may best be decided by the level and demands of the teaching situation itself since filtering and simplifications are done according to conditions of the classroom.

2.2.0 INTRODUCTION TO RESEARCH STUDIES

The problem of the present study is related to the “Effectiveness of selected Teaching Strategies in Enhancing learning of English Grammar at Higher Secondary Level”. The investigator reviewed research studies related to studies in English Languages Teaching, Teaching English Grammar, Teaching of Tenses and Teaching of Models.

2.2.1 Research Studies on English Language Teaching

Thompson Geoff (2009) in his investigation on “some Misconceptions about Communicative Language Teaching” presented” four misconceptions surrounding communicative language teaching (CLT) and discusses the reasons for their existence. These misconceptions are: (1) CLT means not teaching
grammar; (2) CLT means teaching only speaking; (3) CLT means pair work, which means role play; and (4) CLT means expecting too much from the teacher.

**Schwind Camilla-B (2009)** in his research on “Error Analysis and Explanation in Knowledge Based Language Tutoring” presented a framework for dealing with errors in natural language sentences within the context of automated second-language teaching. Using a feature grammar, it is possible to describe various types of errors in a uniform framework, clearly define an error, and analyze the error source.

**Lang-Frederick K Moser Janet (2008)** carried out a study on “Parallel Courses: Preparing Native and Non-Native Students for Freshman Composition” described a method of teaching basic writing to native and nonnative students that emphasizes a regression to the most basic elements of writing. Considers what writing content, rhetorical techniques, grammar exercises, and proofreading methods are most effective for the two groups.

**Baskin Rory S (2008)** carried out a study on “Japan: Learning English and Learning about English” described a movement in Japan that is taking English teaching from an out-of-context grammar and vocabulary emphasis to a conversational and contextual emphasis. Shows specific approaches that feature student-centered work as opposed to teacher-imposed exercises.

**Maestri Franca (2007)** carried out a study on “Exploring Structure and Discovering Meaning” overviewed the traditional grammar-based language lesson and the communicative approach to teaching languages. The article maintains that adopting a less prescriptive approach to the formal system of the
language and gradually training students to see the printed text as another form of interaction will contribute to developing a sensitivity for the implications of language in use.

Winter Jane K. Winter Esther J (2006) in his investigation on “Adapting Composition Theory to the Business Communication Course” examined nine of the most widely accepted tenants of composition theory to derive approaches for teaching business communication. Discusses grammar, correcting, positive feedback, evaluation and written comments, quality versus quantity, self-evaluation, reading, planning and prewriting, and active involvement. (SR)

Jones Nathan B (2006) carried out a study on “Business Writing, Chinese Students, and Communicative Language Teaching” examined the reactions of 60 Taiwanese graduate students studying English as a Second Language in a business writing course to traditional and communicative language teaching (CLT) activities. Most students favored a combination of traditional, grammar-based instruction and CLT, although many questioned the value of peer editing and student journals.

Cross David (2006) in his thesis on “Formal Instruction in Language Teaching Programmes” focused on the teaching of language "per se," in the part of the lesson that often precedes work with a passage and the interactional activities that result from that exploitation. The optimum three-way split between formal language work, grammar-awareness raising, and communicative activities will vary from class to class.
Green Janet M And Others (2005) carried out a study on “What Works for Me” described teaching methods and techniques found to be useful by practicing teachers, including midsemester written evaluations of teachers by students; telephone conversations and poetry; reading journals and assigned reading materials; grammar handbooks aimed at students, not teachers; and student conferences with their writing teachers.

Arey Marie Jo (2004) in his research on “French Films: Pre-Texts for Teaching Syntax” commented on an experiment on teaching grammar that was started at Gettysburg College (PA). Using a proficiency-based approach, this course uses films as texts that provide a cultural, visual, and linguistic context in which the class functions.

Etter Fran Crabb Joan M (2002) carried out a study on “What Works for Me” described teaching methods and techniques found to be useful by practicing teachers, including "Using 'What Works for Me'"; and "Song Lyrics to Teach Grammar."

Chastain Kenneth (2002) in his investigation on “Meaning in Second Language Learning and Teaching” observed that the role of grammar rules and their relationship to language teaching, learning, and communicating are discussed in an attempt to stimulate language teachers to examine the approach they take in teaching grammar rules.

Safnil (2001) carried out a study on “Techniques of Dealing with Large English Classes” Most secondary school English classes in Indonesia are large,
often with 40-60 students of mixed ability. Classroom management and student motivation are difficult issues for teachers. This article reviews various techniques to solve the problems, including teaching aids, group work, and group communicative grammar teaching.

**Williams James D (2001)** carried out a study on “*Rule-Governed Approaches to Language and Composition*” described the transformational-generative model of grammar and discusses how this theory has influenced composition teaching and theory. Outlines a new model of language being developed by cognitive scientists and how this model might inform composition in the future. (HB)

**Si Qing Chen (2000)** in his research on “*A Challenge to the Exclusive Adoption of the Communicative Approach in China*” The merits and weaknesses of major language teaching methods in China are examined, along with the characteristics of Mandarin, Chinese students' learning disposition, and current social needs. An eclectic approach to teaching, including the grammar translation method, is advocated over the communicative approach.

**Tschirner Erwin (2000)** in the article on “*From Input to Output: Communication-Based Teaching Techniques*” stated communication-based teaching techniques are described that lead German language students from input to output in a stimulating and motivating learning environment. Input activities are most useful for presenting speech acts, vocabulary, and grammar;
output activities, for fine-tuning those areas as well as for expanding students’ productive skills.

**Hinkel Eli (1999)** in his survey on “L2 Tense and Time Reference” stated that, 130 English-as-a-Second-Language (ESL) students were asked to describe the meanings of English tenses in terms of time concepts used in ESL grammar texts. Results suggest that grammar teaching utilizing descriptions of time accepted in English-speaking communities to explain usages and meanings of English tenses can limit learner comprehension.

**Seaver Paul W Jr (1999)** carried out a study on “Pantomime as an L2 Classroom Strategy” discussed the use of pantomime to arouse student interest and promote foreign language acquisition, providing several examples demonstrating the inclusion of mimetic activities for teaching about culture and grammar, introducing new vocabulary, and testing.

**Olbert Sharon And Others (1998)** carried out a study on “What Works for Me” which contained specific teaching ideas of six writing teachers at community or four-year colleges. Includes suggestions on teaching grammar and punctuation, eliminating plagiarism, defining technical writing, and writing character analyses.

**McCarthy Michael (1991)** in his investigation on “Discourse Analysis for Language Teachers” stated that the introduction to discourse analysis is intended specifically to inform second language teachers about aspects of discourse
analysis that can be helpful in instruction. It presents the principles seen as relevant to the language teaching context and illustrates them with real spoken and written language data. The first chapter gives a historical and functional overview of discourse analysis. The second chapter looks at what discourse analysis can tell about contextualized uses of structures and grammatical items, and considers whether grammar teaching may need to be adjusted to cover additional areas. Chapter 3 examines the role of vocabulary in discourse, including vocabulary relationships crossing clause and sentence boundaries, use of words to organize text and signal structure, and creation of register. Chapter 4 focuses on intonation in discourse: its characteristics, patterns, and use. Various manifestations of discourse in spoken and written text are examined in the fifth and sixth chapters. Supplementary activities for the reader are included throughout each chapter, and notes for these activities are appended. A substantial bibliography and an index are also included.

**Berkson Alan And Others (1996)** carried out a study on “Scope and Sequence for High School English as a Second Language Instruction” The scope and sequence for high school English-as-a-Second-Language (ESL) instruction outlines the goals, objectives, skills, and assessment techniques for an integrated, holistic curriculum for the ESL program found in most Chicago public high schools. It is not coordinated with specific instructional materials, but designed to be adaptable and flexible and used with teaching strategies and methods of the teacher's choice. Five skill areas (listening, speaking, reading, writing, and social) are targeted, with objectives for each to be integrated in
actual instruction. The objectives for each skill area reappear through three language proficiency levels, to be retaught in greater depth at each level. English grammar is not a primary focus, but is to be included as needed to teach specific skills and enrich learning objectives. Checklists are provided for teacher use during assessment and observation, and suggestions are made for situational evaluation and assessment portfolios at each skill level.

Rivers Wilga M Ed (1995) in the collection of essays “Interactive Language Teaching.” stated a group of innovative teachers and writers described the approaches and techniques they have incorporated into their own language teaching. The articles are designed to help classroom teachers make language classes more participatory and communication oriented. The book is divided into three sections: (1) What Is Interactive Language Teaching? (2) Language in the Classroom, and (3) The Wider World. The chapters and authors are as follows: "Interaction as the Key to Teaching Language for Communication" (Wilga M. Rivers); "Interactive Discourse in Small and Large Groups" (Claire J. Kramsch); "Speaking and Listening: Imaginative Activities for the Language Class" (Stephen A. Sadow); "Motivating Language Learners through Authentic Materials" (Bernice S. Melvin and David F. Stout); "Interactive Oral Grammar Exercises" (Raymond F. Comeau); "Interaction of Reader and Text" (Anthony Papalia); "Writing: An Interactive Experience" (Gloria M. Russo); "Poetry and Song as Effective Language-Learning Activities" (Alan Maley); "The Magic If of Theater: Enhancing Language Learning through Drama" (Richard Via); "Interactive Testing: Time to Be a Test Pilot" (Marlies Mueller); "Culturally Diverse Speech
Styles" (Gail L. N. Robinson); "The Use of Technology: Varying the Medium in Language Teaching" (Karen Price); "Interaction Outside the Classroom: Using the Community" (Peter Strevens); "Interaction in the Computer Age" (Robert Ariew and Judith C. Frommer); and "Preparing the Language Student for Professional Interaction" (Anne R. Dow and Joseph T. Ryan, Jr.). Questions at the end of each chapter encourage readers to design their own activities; reading lists are also provided. Contains approximately 160 references.

Cajkler Wasyl Addelman Ron (1994) carried out a study on “The Practice of Foreign Language Teaching” This book on aspects of modern foreign language teaching is written for trainee, new, and experienced teachers of students aged 11-16 and is intended as a practical source of information. The discussion of specific teaching issues includes implications for classroom practice. While not directly addressing Britain's new National Curriculum, it does keep the demands of the curriculum in mind. The first section discusses the relationship between teacher and pupil (learner attitudes and motivation, teacher behavior in the classroom, pupil-peer relationships, variation in ability, learner perceptions, children who are not easily noticed in the classroom, and audiences for which pupils can display their language abilities); and the teacher's role (relationships in the classroom, classroom control and organization, and body language). The second section outlines 3 stages in foreign language teaching (presentation, practice, communication), discusses classroom management of learning processes, and offers ways to introduce and reinforce specific learning strategies. Section 3 focuses on the target language, including classroom use
(error correction, difficulty level, consistency, and maximizing use), techniques and principles for teaching and learning grammar, and approaches to vocabulary development. Section 4 looks at issues in assessing and recording student achievement. A concluding section addresses teacher expectations. A bibliography is included.

Olson Gayle K Bredemus Claudia T (1990) in their investigation “on critical Thinking in the Acquisition of English as a Second Language. Empowering Learners” observed that the Empowering Learners Project, a collaborative effort of five United Way agencies in the St. Paul (Minnesota) area, produced this manual to outline some strategies for assisting English-as-a-Second-Language learners in becoming effective learners and critical thinkers. Ideas in the manual came from project agencies and research in critical thinking and language learning. An introductory section offers some background information about the project. The second section explains methods used in two of the five participating programs to help students think about literacy and its meaning to them. The third section briefly discusses critical thinking as an active process to be used both in and out of the classroom. Subsequent sections look at the following topics: (1) specific strategies for teaching critical thinking, including low-level and higher-level skills, real-life problem-solving, application to grammar, and use of pictures; (2) the classroom environment, including paired and small group learning and workplace simulation; (3) learner empowerment through the teaching of clarification strategies, classroom management and self-assessment; (4) use of critical thinking strategies in bilingual/bicultural curricula; and (5) encouraging
students to make use of community resources to test and strengthen newly-acquired language skills. A 16-item bibliography and a brief list of student texts are appended. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

Rockwood Heidi (1989) carried out a study on “Teaching the Passive” A discussion of teaching the passive voice in second language programs considers underlying attitudes toward grammar and grammar teaching. It is noted that Business German textbooks do not incorporate notions of the thought-to-grammar-pattern relationship, even though the passive voice appears twice as often in technical as in nontechnical language. It is suggested that teachers and authors should give the passive more room in their upper level classes and texts because its role in Business German is significant. Although more research on cognitive patterns might suggest a better way to introduce the specific thought patterns or sociolinguistic contents the passive conveys, people in the field should at least experiment with contextually motivated ways of practicing it. Some teaching materials developed by one instructor are discussed, many of which use authentic German materials. Examples are appended. It is concluded that many of the ideas presented need further testing.

2.2.2 Research Studies on Teaching Grammar

Weaver Constance (2001) on “Teaching Grammar in Context” Intended for teachers at all levels, but especially the junior high and high school levels, this book offers a rationale and practical ideas for teaching grammar not in isolation but in the context of writing. Chapters in the book are: (1) Grammar and the
Teaching of Grammar: An Introduction; (2) Teaching Grammar: Reasons for, Evidence Against; (3) Acquiring Grammatical Competence; (4) Toward a Perspective on Error; (5) Reconceptualizing the Teaching of Grammar; and (6) Learning Theory and the Teaching of Grammar. An appendix provides 7 sample lessons on selected aspects of grammar. A 36-item glossary of grammatical terms is attached.

Mohammed Abdelmoneim M (2008) carried out a study on “Grammar Instruction in Language Development: Rationale and Technique” argued that the teaching of grammar supplements learners' natural tendency to formulate and test hypotheses about the language. Complicated linguistic analyses can impede this process. Pedagogical grammar can be made less formal by keeping the analysis and metalanguage to the minimum.

Maestri Franca (2007) in hid research on “Exploring Structure and Discovering Meaning” overviewed the traditional grammar-based language lesson and the communicative approach to teaching languages. The article maintains that adopting a less prescriptive approach to the formal system of the language and gradually training students to see the printed text as another form of interaction will contribute to developing a sensitivity for the implications of language in use.

Svalberg Agneta M L (2006) made a study on “Meanings into Pictures: Icons for Teaching Grammar” discussed a visual representation of the English verb system. This system helps overcome difficulties with the opaqueness of
metalanguage and with distinguishing between key notions such as "tense" and "aspect." The article shows how learners can fathom the abstract meanings involved through the use of 'icons' that obviate the need for grammar terminology.

Pennington Martha C Ed (2004) in his investigation on “New Ways in Teaching Grammar. New Ways in TESOL Series: Innovative Classroom Techniques” observed that This book includes 85 ideas for the teaching of grammar, contributed by teachers of English as a Second Language from varied countries. The ideas are organized in 10 sections that include specific aspects of grammar and grammar topics at the discourse level. These include: noun phrases and clauses (adjectives and nouns, articles, subject-verb agreement); relative clauses; tenses (present, past, present perfect, past perfect, conditionals, tense sequence, general tenses); modal verbs; verb complements; passive voice and ergative verbs; adverbs and adverbial clauses; questions and answers; general purpose grammar activities; and editing and revision activities. Each idea is described briefly, with information given about appropriate proficiency level(s), specific aims, class time requirements, preparation time, needed resources, procedures, and caveats and options. While the contributions are diverse in the areas of grammar addressed and the specific teaching techniques advocated, it is felt that all reflect a "situated process" perspective on language education. An introductory section describes this approach to grammar learning and teaching.
Carter Ronald Mc Carthy Michael (2001) carried out a study on “Grammar and the Spoken Language” argued that second language teaching that aims to foster speaking skills and natural spoken interaction should be based upon the grammar of spoken language, not on grammars that mainly reflect written norms. Using evidence from a mini-corpus of conversational English, it is shown that popular pedagogical grammars are deficient in conversational grammar.

Ellis Rod (1999) in his study on “Interpretation Tasks for Grammar Teaching” observed that the traditional approach to grammar teaching provides learners with opportunities to produce specific grammatical structures. This article explores an alternative approach, one based on interpreting input. The rationale for the approach is discussed, as are the principles for designing interpretation tasks for grammar teaching.

Hood Philip (1998) in his investigation on “Communicative Grammar: A Practical Problem-Solving Approach?” offered practical suggestions for a coherent approach to the teaching of grammar in foreign language classrooms. As a context for the ideas offered, the article synthesizes some of the views expressed by recent writers on this subject. The model outlined provides a basis for work designed to focus more on accurate use of language than on communication alone.

Mohammed Abdel Moneim M (1994) carried out a study on “Towards a Learner Centred Technique of Teaching Grammar” focused on the teaching of
grammar in foreign language learning situations. Drawing the learners’ attention to the linguistic patterns and providing them with the underlying rules and principles can enhance the learning process as learners usually try to discover rules from the language data by themselves.

**Heafford Michael (1993)** made a study on “What Is Grammar, Who Is She?” attempted to clarify the role of grammar in second-language instruction. It is suggested that changes in language teaching have encouraged the view that grammar is one of several dimensions along which learners need to progress to achieve greater proficiency but that it should not be dominant.

**MacLennan Carol H G (1992)** in his research on “Metaphors and Prototypes in the Teaching and Learning of Grammar and Vocabulary” considered how metaphor’s central position in the structure of language, its contribution to concept development, and its cognitive functions endow it with properties uniquely combined to assist in the learning of grammar and vocabulary. Frames of reference based on metaphor are well placed to simplify instruction and encourage learner independence.

**Stirman Langlois Martine** made a study on “Grammaire et communication” A technique for teaching French grammar that involves reading, rereading, and analyzing the language in authentic materials is discussed. The student is led to recognition and generalization of structures in the text. Text examples used here include a comic strip and a publicity blurb for a French city.
Campbell Rod (1990) made a study on “Teaching Writing: Syntax and Grammar in the First Year of School” in which related that the analysis of a writing lesson delivered to 22 children in their first year of school shows that instruction in grammar occurs without the use of a metalanguage for the concepts under instruction. Teacher control of knowledge through contingent question and answer is analyzed.

DeKeyser Robert (1989) carried out a study on “Implicit and Explicit Learning of L2 Grammar: observed and” found that an exploratory study of six undergraduates under laboratory conditions aimed to clarify the role of explicit teaching of different kinds of second-language grammar rules. In this look at methodology, one hypothesis was supported: that explicit and deductive learning is better than implicit for simple categorical rules.

George H V (1986) carried out a study on, “Notes I on, “a Native Speaker Grammar of "COMPARISON"." The complexity of teaching comparisons in Southeast Asian second-language classes is described, and misleading presentations in many grammar and course books are cited.

Ellis Rod (1985) carried out a study on “Interpretation-Based Grammar Teaching” in contrast to the usual approach to teaching grammar. This article argued for a comprehension-based approach. Based on a model of second-language acquisition, it examines a number of possible goals for grammar instruction (e.g., to promote "intake" of new grammatical features by helping
learners notice input features and comprehend the meaning). Empirical studies are cited.

**Wu Marion Hui Hua (1985)** in his research “Towards a Contextual Lexico-Grammar: An Application of Concordance Analysis EST Teaching” an stated that based on an earlier study of the lexico-grammatical behavior of verbs in certain texts, this paper examines the associated features that characterize engineering texts to determine whether they co-occur frequently enough to distinguish "engineering English" as a recognizable genre. (18 references)

**Mitchell Jane Tucker Redmond Mary Lynn (1984)** carried out a study on “Rethinking Grammar and Communication” examined several recent views on grammar, then revisits some of the perpetual problem areas in teaching grammar, such as the deductive-inductive debate, the use of the first- or second-language for grammatical presentations, and the explicit-implicit controversy.

**Kidd Richard** carried out a study on “Teaching ESL Grammar through Dictation” Four variant techniques are described that are useful and effective dictation activities specifically designed for the teaching of grammar and that English-as-a-Second-Language teachers might add to their instructional repertoires.

**Graves Anne Montague Marjorie** in their investigation on “Using Story Grammar Cuing to Improve the Writing of Students with Learning Disabilities”. 

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Observed that specific recommendations for teaching students with learning disabilities how to use a story grammar cueing system for improving writing and emphasized emphasizes the importance of individualizing instruction and teaching for generalization, and discussed the purpose of the system and methods of assessment.

**Brantner Christina E (1983)** carried out a study on “Swap-Shop: Der T/olle Tennisball or How Much More Fun Can Grammar Be?” described a technique for teaching German grammar at any level involving a tennis ball used for student-to-student interaction to drill grammatical patterns while at the same time keeping the class competitive and fun.

**Celce Muria Marianne (1982)** in his research on “Grammar Pedagogy in Second and Foreign Language Teaching” conducted hat some perspective on current issues and challenges concerning the role of grammar in language teaching, methodological trends of the past 25 years are reviewed. A proposal for a decision-making strategy is provided for resolving the controversy regarding how much grammar one should teach to language learners.

**El-Banna Adel Ibrahim (1980)** carried out a study on “The Effect of Formal Grammar Teaching on the Improvement of ESL Learners' Writing: An Experimental Study” A study investigated the effectiveness of teaching formal grammar and grammatical structures on development of writing skills of learners of English as a Second Language (ESL), and examined possible differences between males and females in this regard. Subjects were 97 university ESL
students, 48 males and 49 females enrolled in a school of education; two groups were formed, approximately matched in gender composition and English language skills. The experimental group (24 males and 22 females) received intensive grammar instruction for 12 weeks, during an ESL composition course. The control group (24 males and 27 females) was given only the composition instruction. Grammar and composition post-tests were administered to all participants. Results indicate the experimental group males and females performed better on grammar than control group males, but there was no significant difference between experimental group members and control group females. Significantly better writing test performance was found for experimental group subjects overall, but not between experimental group females and control group males or between experimental group males and experimental group females.

Kilroe Patricia (1974) in his investigation on “Making Grammar Explicit in the Classroom: An Illustration Using the Spanish Subjunctive” proposed that explicit explanations of grammar concepts in the first language can be useful in teaching the related structures in a second language. The example used is that of the subjunctive mood, taught first in English and then in Spanish. Specific procedures for presenting the concept in English are outlined, including a set of sentences using the morphological subjunctive, syntactic subjunctive, and a few formulaic expressions. Then the Spanish subjunctive is introduced, using positive, partial, and negative transfer of concepts from English to Spanish. It is concluded that what looks at first to foreign language students like an alien
concept can be made less baffling if presented in relation to his native language. In the case of English speakers learning the Spanish subjunctive, this means making students aware that (1) the morphology of the subjunctive still exists to a limited extent in English; (2) there are certain required, predictable constructions that English uses where Spanish uses the morphological subjunctive; and (3) the students already have a thorough, if implicit, grasp of the semantic motivation underlying the subjunctive mood. A brief bibliography is included.

**Duncan Annelise M (1972)** carried out a study on “Grammar: Should the Skeleton Stay in the Closet?” and observed the task of teaching grammar in language courses is difficult because many American students lack a thorough grounding in the structure of their own language that could serve as a model framework for learning the grammar of another. It is helpful therefore for language teachers to stress parallel structures in the two languages, and to introduce grammar as early as the first day or two of class. No progression can take place without the tools that grammar provides. Although the particular instructional needs change with the learner's level, they do not end after two years of study. In order to progress towards mastery, grammar must play a part in all language activities on all levels. Various ways are suggested for facilitating grammar learning and strategies for reinforcement appropriate to different levels, without losing sight of the fact that grammar is only the skeleton.

**Coppinger Stanley K (1974)** had an investigation on “Grammatical Transitions: A Study of One Basic Writer” proposed that study traced the
discourse control of one writer, over 3 years, from his basic writing course to his junior year "membership" in academia. It reported on the student's transitions in areas of print code control in 28 writing tasks from 6 classes covering 3 disciplines. The analysis involved 38 error patterns, including spelling, punctuation, and sentence structure. Results indicated that the learning process of basic writers is not pristine or predictable, and that there are no easy answers or obvious patterns. Results showed that none of the error patterns disappeared as a result of remediation and the developmental writing course; only the errors of run-on sentences and sentence fragments appeared to decrease. Results suggest that formal grammar instruction has little to do with the student's quality of writing, and that teachers, therefore, should not spend so much time teaching grammar. Individual and workshop instruction, as well as holistic evaluation, are recommended.

2.2.3 Research Studies on Teaching of Tenses

O’Gara Philip (2008) conducted a study titled “to be or have not been: Learning Language tenses through Drama” and observed that much of the research regarding the effectiveness of drama as a teaching tool is evaluated using qualitative analysis. This collaborative action study applied quantitative research techniques to assess the usefulness of drama as a teaching tool. The aim was to discover what happens to children's understanding of verb tense when taught using drama methods versus traditional methods. The pupils assessed were all native Italian speakers and attended a private international school in Milan, Italy. Two classes from the same year group received instruction in the differing methods over a three week period. They were examined pre and post instruction and an analysis of the results is provided below. Data were
collected and analysed using a two-tailed t-test for two independent samples with equal variance to examine whether either method was more effective. The researcher's hypothesis was that there would be no significant difference between the two methods. The results of the study concluded that teaching language tenses through drama was more effective than using traditional methods. The proposed null hypothesis was rejected.

Jonson Miin Hwa (2007) in his research titled, “Crosslinguistic Influence versus Intralingual Interference: A Pedagogically Motivated Investigation into the Acquisition of the Present Perfect” observed that the extent to which both crosslinguistic and intralingual differences may be considered as factors causing errors committed by Malay learners in the acquisition of the present perfect which has been identified as an area of considerable difficulty in the learning of English grammar. Using elicitation procedures that probe into learners' intralingual and interlingual confusion, the researcher offers some useful data that can provide new insights into the design of activities appropriate to learners encountering difficulty in acquiring tenses. Percentages of errors made in the use of the present perfect, in particular, were analysed and explained by (1) identifying the differences between the subjects' mother tongue and the target language, (2) considering the subjects' tendency to use certain verb forms in various situations, and (3) referring to the rules governing its use in English. The findings suggest that a large portion of the errors can be ascribed to both crosslinguistic differences in the use of perfective verb phrases and intralingual difficulties in differentiating the temporal references of certain verb forms. Based on the findings, the researcher has come up with important recommendations on how the learning of the present perfect may be facilitated by comparisons and contrasts of the rules governing its use and how a different pattern of exercise that stimulates conscious internalisation of crosslinguistic and intralingual differences can be given to learners.
Collins Laura (2007) in his research titled “L1 Differences and L2 Similarities: Teaching Verb Tenses in English” had the following findings that in making decisions regarding the focus for grammar teaching, ESL instructors may take into consideration errors that appear to result from the influence of their students’ first language(s) (L1). There is also evidence from language acquisition research suggesting that for some grammatical features, learners of different L1 backgrounds may face similar types of challenges. This article examines the issues of L1 influence and common developmental patterns in the domain of verb tense and aspect. The first part of the article provides an overview of some of the tense-aspect learning challenges faced by learners in general. The second summarizes findings from a study that compared the acquisition of the simple past in English by Japanese and French-speaking learners. In the final section, teaching suggestions, based on the insights gained from acquisition research, are offered. The different activities presented all focus students’ attention on the contextual factors which motivate choices about the most appropriate tense-aspect forms for conveying intended meanings.

Hinkel Eli (2004) in his investigation, Tense, Aspect and the Passive Voice in L1 and L2 Academic Texts found and started that this study analyses specific written discourse production in which NNSs' usage of English tenses and voice appears to be dramatically different from that of NSs. The data for the study narrowly focuses on a small number of verb phrase features, such as tenses, aspects and the passive voice, examining how they are presented in writing instruction texts and identifying areas of L2 learning in need of intensive
The main goal of the analysis is to identify the patterns and median frequency rates of L1 and L2 uses of three English tenses (the present, the past and the future), two aspects (the progressive and the perfect), and passive verb structures encountered in a NS and NNS corpus of L1 and L2 academic student academic texts (746 essays/226,054 words). The results of the study demonstrate that even after many years of L2 learning and use, advanced NNS students may have difficulty with the conventionalized uses of tenses, aspects and the passive voice in written academic discourse. The paper also offers a few practical techniques to improve NNS students' production of passable L2 written academic prose. Therefore, the types of texts and contexts in which NNSs may choose to use particular tenses, aspects and voice (or to avoid them) represent an important research venue because such investigations can lead to new insights into learners' real-life L2 skills. In particular, in academic writing that all NNS students in universities in English-speaking countries must produce in copious quantities, the issues of tense, aspect and specifically passive voice usage are usually seen as very important (Michaelis, 1994; Nehls, 1988, 1992; Swales and Feak, 2000). The study presented here analyses specific written discourse production in which NNSs' usage of English tense and voice appears to be dramatically different from that of NSs. The data for the study narrowly focuses on a small number of verb phrase features, such as tenses, aspects and the passive voice, with the goal of identifying areas of L2 learning in need of intensive instruction, in light of the fact that these important features of academic text are barely even mentioned in most writing instructional texts. The paper also
offers a few practical techniques to improve NNS students’ production of passable L2 written academic prose. The research goal of this study is to analyse the patterns and median frequency rates of L1 and L2 uses of three English tenses (the present, the past and the future with both will- and would-constructions), two aspects (the progressive and the perfect) and passive verb structures encountered in a NS and NNS corpus of L1 and L2 academic student academic texts (746 essays/226,054 words).

Meskhi Anna (2002) in his investigative on the title “Systemic Approach in Teaching Grammar to Adult Learners” made his observation that this article addresses difficulty in English-as-a-Second-Language grammar instruction, offering the systemic approach as an alternative method of teaching grammar. Observation of the process of learning various grammatical rules reveals a tendency to make two types of errors (formational and functional). Analysis of grammatical errors made by Turkish students of English highlights the complex nature of the source of mistake production, which can be presented as a mixture of several factors grouped into two categories (linguistic and methodological). Linguistic factors embrace interlingual and intralingual factors. Methodological factors relate to the principles of textbook compiling, on one hand, and methods of material presentation in classroom teaching, on the other. The paper discusses the mechanism of error production on both the interlingual and intralingual levels, describing the systemic approach to teaching. This approach provides learners with holistic pictures of grammatical micro-systems. It helps learners freely navigate within the newly acquired grammatical micro-system and
link it to previously acquired knowledge. This method is appropriate for adult learners, because it requires a conscious approach to material acquisition and well-developed thinking skills. The paper emphasizes the importance of considering unique characteristics of the first and second language when teaching ESL to adult learners.

**Larsen Freeman Diane Kuehn Tom : Haccius, Mark (2002)**, in the articles titled “*Helping Students Make Appropriate English Verb Tense-Aspect Choices*” in his study on shows how English-as-a-Second-Language (ESL) teachers can demystify the process of verb tense selection by showing students their functional relationship at the text level.

**Larsen Freeman Diane Kuehn Tom  Haccius Mark (2002)** in the articles titled “*Helping Students Make Appropriate English Verb Tense-Aspect Choices*” stated how English-as-a-Second-Language (ESL) teachers can demystify the process of verb tense selection by showing students their functional relationship at the text level.

**Lim Jayeon (2001)** did research on “*The Effects of Different Types of Instruction: Focus-on-Form Study*” to find how different types of focus-on-form instruction affect second language learning of English grammatical structure, particularly present perfect. Results showed that subjects with both rule instruction and visual enhancement of input showed higher proficiency than other groups in the short term.
Gallery of ESOL a collection of lesson plans for teaching English (2001) as a Second Language included the following: "You Scratched Me!" which has students examine verbs in three forms (base, past, and progressive) together with questions, accelerating the memorization and understanding of verb forms and tenses; "Getting Acquainted/Inferential Thinking," which provides an exercise in inference and has students apply the knowledge to how body language, words, and actions help people understand what is happening in a play even if they do not understand the language well; "Let's Create Job Biographies," which helps adult learners relate their knowledge of work in their home countries to a workplace in the United States; "Let's Talk about Work!" which helps adult learners explore career options through oral interaction with peers after a visit to a work place; "Student-Generated Sentences," which encourages students to use and internalize grammatical structures in English; "Community Language Learning," which encourages and promotes real conversations in English with beginning language learners; and "Where Is the Monkey?" which has students answer yes/no questions using the verb "be" with prepositions.

Gezundhajt Henriette (2000) Pour un enseignement aspectuo-modal et illustre des temps du passe (For an Illustrated, Modal-Aspects Teaching of the Past Tenses). Demonstrates how multimedia tools can be combined with an enunciation based analysis of the French verb system in order to develop innovative ways of teaching the imparfait and passe compose. (Author/VWL)

[Education] Conference (Austin, Texas, March 31-April 1, 2000). Articles in this issue include the following: "Chat in EFL: Communicative Humanistic Acculturation Techniques" (Daniel Evans); "Task Interpretation and Task Effectiveness: A Vygotskian Analysis of a French L2 Classroom Task" (Lindsy Myers); "Envisioning a Standards-Based Methods Course: Preparing Second Language Educators for the 21st Century" (Kathleen Bueno); "Teachers' Beliefs about Language Learning and Teaching: A Cross-Cultural Comparison" (Nae-Dong Yang); "Foreign Language Methods Students' Beliefs about Language Learning and Teaching" (Stasie Harrington and Tammy Hertel); "From a Foreign Language Perspective: A Snapshot View of a Dual Language Program in Two Inner-City High-Poverty Elementary Schools" (Sherry Coy and Lucinda Litherland); "An Infusion Curriculum for the Heritage Speaker" (Barbara Gonzalez-Pino); "Multiple Metaphors: Teaching Second-Language Tense and Aspect to English Speakers" (Karen Cody); "Language through Theatre: Using Drama in the Language Classroom" (Sarah Dodson); "Using Video to Teach for Sociolinguistic Competence in the Foreign Language Classroom" (Carayn Witten); "Political and Socio-Cultural Factors in Foreign Language Education: The Case of Lebanon" (Rula Diab); "A Qualitative Approach to Authenticity in the Foreign Language Classroom: A Study of University Students Learning English in Korea" (Dong-Kyoo Kim); "An Exploration of Pre-Service Teacher Perceptions of Second Language Learners in the Mainstream Classroom" (Sherry Marx); and
a review of "The Non-Native Teacher" (Jeong-Yeon Kim). (Papers contain references).

**Cody Karen (2000)** in the study titled "Multiple Metaphors: Teaching Tense and Aspect to English-Speakers" presented a synthesis of instructional methods from both traditional/explicit grammar and learner-centered/constructivist camps that also incorporates many types of metaphors (abstract, visual, and kinesthetic) in order to lead learners from declarative to proceduralized to automatized knowledge. This integrative, synthetic approach could result in multiple ways of knowing aspect, providing learners with a more complete cognitive organization of that which is encompassed in native-like use of aspect. The paper describes three class activities that let learners practice with a series of exercises in which they analyze native narratives in both cartoon and text formats, beginning with visual and then discourse-based metaphors, before re-analyzing with lexical aspects and translation. Finally, it focuses on production/automatization, when learners are guided in writing their own original narratives using a handout that incorporates a narrative model, then doing an oral production the next day and taking notes as others read their narratives. Three appendixes focus on presentation of declarative knowledge (narrating in the past), practice proceduralization, and production/automatization.

**Cornberg David (1996)** elaborately pointed out in the study titled “The Insertion of Language”: A Study of Relationships between Early Exposure to English and Later Achievement in Learning English as a Second Language that
this study examined first exposures to oral and written English from ages 1-16 years, surveying 212 Ming Chuan University (Taiwan) students. The survey asked about the language spoken at home; age at and context of hearing, reading, writing, and speaking the first English word; experiences with conversations in English; and problems learning English. Data analysis found only a slight difference between the later English achievement of students who heard their first English word at the age of 6 years or younger and those who heard their first English word at the age of 12 years or older. These results suggest the existence of compulsory and customary patterns across all kinds of English learning situations in Taiwan. These patterns are largely non-idiomatic and replete with many common errors in using prepositions, articles, verb tenses, and pronouns. They resist teaching efforts aimed at promoting idiomatic English. In speech especially, the compulsory and customary tend to overwhelm the possibility of authentic dialogue in which idiomatic English could be learned. Two appendixes present the survey and the first English words remembered by respondents, listed in order of frequency. (Contains 18 tables.) (SM)

Tamada Yutaka (1997) in the research titled “How Should We Teach Japanese Learners the Present Perfect?” emphasized that the teaching of English present perfect tense to Japanese learners of English as a second language at the high school level is discussed, focusing on how this is currently done and how it could be done better. It is suggested that the greatest problem encountered by Japanese learners of English is aspect, and that students must dissect their own native grammar to understand the English present perfect
tense. Generally, Japanese learners of English are taught the present perfect in their third year of study, in junior high school, at which point all tenses learned previously corresponded roughly to tenses in Japanese, and addition of aspect is confusing. Traditionally, the present perfect tense is simplified to make learning easier. As a result, it often must be re-taught in high school. It is argued here that a communicative approach to grammar teaching, focusing more on production in context, would be more effective. An approach to designing classroom language-learning tasks that emphasize active language use and provide motivation for it is outlined. These elements of tasks are discussed: topic; visual aids; complexity (both code and cognitive); and activeness. A method for preparing a lesson plan is also described.

**Olshtain Elite Kupferberg Irit (1998)** in the observation titled “Reflective-Narrative Discourse of FL Teachers” exhibited not state Professional Knowledge, and describes a case study and a follow-up comparative study that focused on expert foreign language teachers' professional knowledge as it was reflected in their spoken and written discourse. Both studies provided evidence indicating that professional knowledge can develop via its verbalization in reflective-narrative discourse from personal past-tense stories into generic statements that guide classroom activities.

**Petrovitz Walter (1997)** in his research titled “The Role of Context in the Presentation of Grammar” argues that no single approach is satisfactory for teaching all grammatical rules in English-as-a-Second-Language instruction, and
that rules must first be distinguished on the basis of certain linguistic criteria before pedagogical strategies can be considered.

Hawes Thomas Thomas Sarah (1997) in the “Publication Tense Choices in Citations” examined tense, aspect, and voice choices in the reporting verbs in a corpus of research articles from the "Journal of Psychosomatic Medicine." Investigates how such choices correlate with other syntactic elements in the citations, as well as with the discourse functions of the citations in their contexts.

Mason Keith (1996) in his study titled “Mnemonics for Mastering the Imperfect and Irregular Future in French, Italian and Spanish” mentioned that Mnemonic devices summarize and simplify grammar rules, especially when applied to the verb forms found in Romance languages. The article presents two mnemonic devices helpful in summarizing the uses of two verb tenses. These include coining a word to illustrate a rule and projecting irregular verb forms on a Mexican "sombrero."

Pennington Martha C Ed (1995) “New Ways in Teaching Grammar. New Ways in TESOL Series: Innovative Classroom Techniques”. Included 85 ideas for the teaching of grammar, contributed by teachers of English as a Second Language from varied countries. The ideas are organized in 10 sections that include specific aspects of grammar and grammar topics at the discourse level. These include: noun phrases and clauses (adjectives and nouns, articles, subject-verb agreement); relative clauses; tenses (present, past, present perfect, past perfect, conditionals, tense sequence, general tenses); modal verbs; verb
complements; passive voice and ergative verbs; adverbs and adverbial clauses; questions and answers; general purpose grammar activities; and editing and revision activities. Each idea is described briefly, with information given about appropriate proficiency level(s), specific aims, class time requirements, preparation time, needed resources, procedures, and caveats and options. While the contributions are diverse in the areas of grammar addressed and the specific teaching techniques advocated, it is felt that all reflect a "situated process" perspective on language education. An introductory section describes this approach to grammar learning and teaching.

Terry Robet M Ed (1995) to in his study on “The Future Is Now. Dimension '95. Selected Proceedings of the Joint Conference of the Southern Conference on Language Teaching and the South Carolina Foreign Language Teachers' Association” (Charleston, South Carolina, 1995). Presented that the papers on aspects of second language teaching include: "Cognitive Approaches to Listening Comprehension" (James S. Noblitt); "Popular Music in a Whole Language Approach to Foreign Language Teaching" (Sue Barry, Sidney Pellissier); "Language Maintenance: Bridging the Gaps in Foreign Language Education" (Jean W. LeLoup, Linda Shinnock); "Meeting the Demands and Challenges of the Foreign Language Methodology Course" (Flore Zephir); "Benefits of Keeping a Reading Journal in the Development of Second Language Reading Ability" (Ana Martinez-Lage); "The Importance of Aspect in the Acquisition of the Past Tenses in Spanish" (Melinda Ristvey); "Authentic Videos in the Classroom" (Joni K. Hurley); and "Teaching with Authentic Foreign
Language Materials” (John I. Liontas, Thomas Baginski). A list of SCOLT Advisory Board members is appended. Each article contains references.

Kathleen Bergstrom Anna (1996) in the title “Acquisition of Tense and aspect in Second Language and Foreign Language Learning: Learner Narratives in ESL and EFL” investigated the acquisition of tense and aspect by learners of English as a Second Language and learners of French as a Foreign Language. Examination of written narratives collected from both groups using a film retell task reveals similar patterns of distribution of tense/aspect morphology across target languages.

Lewandowski, Carol (1994) in the titles “English as a Second Language. Level 2”. observed that this guide is intended for use in a level 2 course in English as a second language that was developed as a component of a workplace literacy program for persons employed in the manufacturing and service industries. The course is structured so that, upon its completion, students will be able to accomplish the following: ask grammatically correct questions in various tenses, give grammatically correct answers in various tenses, ask for and understand oral instructions, read and use various types of literature encountered in the workplace, communicate effectively with coworkers, and build a working English vocabulary for the workplace and beyond. Included in the guide are a course outline and 16 sections of materials on topics such as verb tenses, expression of agreement and disagreement, comparatives and superlatives, count and noncount nouns, phrasal verbs and object pronouns, work vocabulary,
and comprehension of literature encountered in the workplace. Each section
contains some or all of the following: objectives; lists of topics covered,
suggested teaching and evaluation methods, and materials required; teacher
tips; student handouts; word lists; and learning activities/exercises.

Lewandowski, Carol (1997) in his investigation “English as a Second
Language. Level 1” observes that this guide is intended for use in a level 1
course in English as a second language that was developed as a component of a
workplace literacy program for persons employed in the manufacturing and
service industries. The course is structured so that, upon its completion, students
will be able to accomplish the following: ask grammatically correct questions in
various tenses, give grammatically correct answers in various tenses, ask for and
understand oral instructions, read and use various types of literature encountered
in the workplace, communicate effectively with coworkers, and build a working
English vocabulary for the workplace and beyond. Included in the guide are a
course outline and 16 sections of materials providing strategies for students to
improve their pronunciation, sentence structure, use of verb tenses and idioms,
work vocabulary, and team-building skills. Each section contains some or all of
the following: objectives; lists of topics covered, suggested teaching and
evaluation methods, and materials required; teacher tips; student handouts; word
lists; and learning activities/exercises.

Conlon, Rose And Others (1995) in his research English Works.
Teaching English to Non-Native Speakers in the Workplace. observes that one of
a series of workplace education modules, this module includes assessment instruments and classroom activities for teaching English as a Second Language (ESL) in the workplace. First, an overview is provided, describing issues unique to teaching ESL in the workplace. Five levels of difficulty are then described for module activities (i.e., beginning, beginning/intermediate, intermediate, intermediate/advanced, and advanced) and four sample instruments are provided for assessing students' language level, including an oral assessment form, a written test, an informal language inventory, and a reading and writing assessment test. The bulk of the module then provides 60 classroom exercises related to the following notional or functional categories: (1) idioms; (2) making introductions; (3) conveying personal information; (4) workplace rules and safety; (5) illness/injury; (6) parts of the body; (7) location and directions; (8) seasons; (9) food; (10) transportation and travel; (11) time; (12) grammatical categories, including adjectives, articles, count and non-count nouns, parts of speech, prepositions, and pronouns; (13) pronunciation; (14) question formation; (15) reading prediction; (16) vocabulary; (17) present continuous, simple present, future, conditional, and imperative verb tenses; (18) phrasal verbs; (19) recognizing verb tense; and (21) infinitives and gerunds. Each activity includes a description of intended learning goals, the difficulty level, the recommended group size, the time needed, and necessary materials.

Svalberg, Agneta M L (1995) in his investigation, “Meanings into Pictures: Icons for Teaching Grammar” discussed a visual representation of the
English verb system. This system helps overcome difficulties with the opaqueness of metalanguage and with distinguishing between key notions such as "tense" and "aspect." The article shows how learners can fathom the abstract meanings involved through the use of 'icons' that obviate the need for grammar terminology. (23 references)

King, Lid, Ed Boaks, Peter, Ed (1994) in the report “Grammar! A Conference Report” reported that papers from a conference on the teaching of grammar, particularly in second language instruction, include: "Grammar: Acquisition and Use" (Richard Johnstone); "Grammar and Communication" (Brian Page); "Linguistic Progression and Increasing Independence" (Bernardette Holmes); "La grammaire? C'est du bricolage!" ("Grammar? That's Hardware!") (Barry Jones); "Grammar in Classroom Interaction" (James Burch); "Welsh for Beginners" (Geraint Hughes); "Awareness of Language" (Eric Hawkins); "Grammar and the 'Less Able' Learner" (Patricia McLagan); "Tenses: A Learner's Experience" (Christiane Montlibert); "GCSE to 'A' Level" (John Thorogood, Betty Hunt); "Information Technology: Use and Abuse" (Pam Haezewindt); "Grammar in a Coursebook: A Writer's Perspective" (Barry Jones); "Grammar in the MFL National Curriculum" (Mary Ryan); and "Percept Before Precept" (Eric Hawkins). Appended materials include criteria for evaluating higher-level writing and a collection of activities using information technology for grammar instruction. A list of references is included.
Hinkel, Eli (1993) on the title “survey L2 Tense and Time Reference”, observed that in a survey, 130 English-as-a-Second-Language (ESL) students were asked to describe the meanings of English tenses in terms of time concepts used in ESL grammar texts. Results shared that grammar teaching utilizing descriptions of time accepted in English-speaking communities to explain usages and meanings of English tenses can limit learner comprehension.

Toben, Michael (1993) on his research on “visual Perception and English” stated that a brief discussion of learning styles, language classroom environmental factors, and teacher methods leads up to explanation of a simple diagrammatic model for use in teaching tenses in the English-as-a-foreign-language class.

Abrate, Jayne (1983) in his investigation “An Approach to Teaching the Past Tenses in French” described a method of teaching French past tenses in which students are taught to choose the appropriate tense by learning to view the situation as a native speaker, instead of by trying to memorize and apply very specific grammar rules and all their exceptions.

Nehls, Dietrich (1994) in his research “A Note on the Passive Progressive in English” formulated the following rules for the use of the passive progressive in English: (1) if the verbal predication is "telic" we have to use the passive progressive in order to express that the action is still going on, and (2) if the verbal predication is "atelic" the use of the passive progressive is facultative. (SED).
**Thogmartin, Clyde (1984)** in his study “Tense, Aspect, and Context in French Narrative” discussed the problems and confusion encountered by beginning students of French, learning the pass compose vs. the imperfect tense. Referring to the grammatical narrative, it is suggested that explanations which take into consideration text, context, or discourse-real world situations-can give helpful insights into the different tense uses. In the past, traditional grammatical analyses have too often neglected these factors.

**Lide, Francis (1983)** In his research on “Second-Language Study and First-Language Literacy: Old Arguments and New Perspectives” described that the view that foreign language study contributes significantly to literacy in the native language is discussed from the perspectives of a foreign language teacher who also teaches English composition. It is suggested that there is a need for research and publications on the benefits of second language study on native language growth and on cognitive growth in general. Benefits traditionally claimed for foreign language study include the enhancement of vocabulary in the mother tongue, learning grammar (i.e., linguistic features and principles and literacy), syntactic fluency, and the ability to pronounce foreign words and proper names. It is suggested that when foreign language students practice shifts and transformations of tense and voice, the same operations are being made silently in the mother tongue. Moreover, many freshman English students have a defective tense system and difficulty in the use of the perfect tenses. It is noted that sentence-combining exercises are valuable, and that translation into English is an excellent writing exercise. It is recommended that students be made aware
of the contribution of foreign language study to their linguistic knowledge and first-language skills and that foreign language teachers should assess and improve students' first-language proficiencies. In addition, it is suggested that foreign language teachers should communicate more with linguistics and English composition teachers.

Frame, Laurence (1983) in his investigation “SOCK Language. English as a Second Language” stated that the manual includes teacher instructions and learning activities for a transitional, bilingual program of English as a Second Language (ESL). The program, which is aimed at elementary to college-age Spanish-speaking students from Mexico, Central America, and South America, uses soccer as a motivating cultural force. The ESL program is designed to be used in conjunction with "SOCMATICAS," a bilingual, multicultural, English/Spanish maintenance curriculum. The manual includes a progression of learning activities focusing on oral language development, intermediate level language skills, and oral verb tenses. It includes a section on phonetic interference and a cross reference to activities in the "SOCMATICAS" curriculum. Appendices include transparency masters, student information sheets, pre- and post-tests, sample individualized programs, and various learning activities.

Collett, John (1982) in his study on “A Tenses Computer Program for Students of French”, described use of computer aided instruction and designing of computer programs to teach verb tenses to students of French at the
University of Waikato. Basic limitation of present program is lack of variety in sentences it produces.

**Hart, Bridget H (1982)** in his research *“English as a Second Language: Modules for Teaching”* described that Sixteen oral lessons for teaching beginning English as a second language are presented. The lessons were developed to teach small groups of adolescents. The lessons are each self-contained and include noun picture cards, a vocabulary game, opposites, teacher commands, expanding sentences, pronouns, and vowel sounds. The picture card lessons can be duplicated and used as flash cards. Teaching hints and a chart of 333 verbs in three tenses are provided.

**Ney, James W (1981)** in his article *“Teaching the Modals in an ESL Class”*. Stated that generalizations regarding languages should be presented to students to aid them in mastering the surface forms they encounter. Hoffmen's analysis of modals postulates a root meaning and an epistemic meaning for modals and predicts that the root interpretation is generally excluded by the progressive and perfect tenses. This system may form the basis for the teaching of modals. However, other principles need be included if modals are to be presented adequately. First, past tense modals generally have the same meanings as present tense modals in similar environments although their meaning is tinged with a certain remoteness. Second, except for "can" and "will," the past time reference for most modals is formed by including the perfect tense marker in the verb phrase. Third, certain principles exist that govern the
interpretation of modals. For example, in questions, "may" functions only with the meaning of permission and not with the meaning of possibility. The analyses are supported with detailed examples. Tables provide a synopsis of the meaning of English modals and a discussion of necessity and hypothesis with "must" and "should." The overall pattern for the description of modals presented in the article is a practical guide for teaching ESL students.

Walker, Ralph H (1967) had investigated on the topic “Teaching the present perfect tenses” and observed that the simple present perfect and present perfect continuous are for the non-native speaker of English two of the most troublesome tenses in the English verb system. They are sometimes confused with a present tense and sometimes with a past. One often hears a non-native speaker of English use a simple present where he should use a simple present perfect, a present continuous where he should use a present perfect continuous, or a simple present perfect where he should use a simple past. Sometimes this is just a careless mistake, but more often it is a substitution which the speaker regularly makes, transferring a structure from his native language into English. He makes this transference because he lacks an understanding of the nature of these two tenses, which are neither wholly present nor wholly past, but paradoxically both present and past. A description of these two tenses, drills and exercises involving their use, and exercises to contrast the two are presented. This article appears in "tesol quarterly," volume 1, number 4, December 1967, published by teachers of English to speakers of other languages, at the institute of languages and linguistics, Georgetown university, Washington, D.C. 20007.
Hill, L A (1967) on his research on “Selected Articles on the Teaching of English as a Foreign Language”. has compiled a selection of his own articles published in various journals which deal with the problems of teaching English as a foreign or second language. These 15 articles, based on the author's observations from 20 years of English teaching and teacher training in developing countries, have been selected for their practical application for the classroom teacher. Some of the more particular points treated in the first part of the book are noun classes, form classes, subclasses, modifier-modifiers, time and tense, tense sequence with "if" clauses, "some" and "any," and clusters. Subjects of more general nature treated in the second part include English-teaching "myths," attitudes toward English, teaching methods, syllabuses, textbooks, the teaching of tenses, examinations, and the use of tape recorders and color slides.

Osborn, Jean on the following title Teaching a teaching language to disadvantaged children. The goal of the bereiter-engelmann preschool program is to get disadvantaged children ready for the learning tasks of public school by teaching a teaching language. This is done by means of a highly organized and structured direct language instruction designed to teach that a sentence is a sequence of meaningful parts. The children begin with learning the basic pointing-out, or identifying, statement. When the children are able to make a reasonable rendition of the identifying statement, they are taught the negative statement. Categorizations, such as farm animals and wild animals, are then introduced. The children learn the various and precise uses of "and,""or,""only,"
and "some." they are next given a series of tasks that deal with verb tenses, verb expansions, and personal pronouns. When the children have been directed through this course in basic logical usage, their language ability then permits some problem solving. Results of the stanford-binet at the end of two years of instruction indicate that the children's IQ's have risen and also that they have been able to use the language of instruction to acquire reading and arithmetic skills. (CO'D)

Zucker, George K (1997) on his research on the title “Common Sense in Teaching FL Gramma” stated that this essay considers three areas in Spanish grammar that generally cause difficulty to English-speaking learners: the use of "ser" and "estar," the difference in use between the preterite and imperfect tenses, and the use of the subjunctive. Like most problematic grammatical elements in any language, these points are difficult for non-native speakers to learn, not because of any inherent difficulty but because they operate differently from the native language. So called textbook "rules" of grammar, with many exceptions, are inaccurate and must be replaced by other explanations. Much of the paper is devoted to a discussion of the three problematic areas in Spanish mentioned above, with explanations based on the subconscious norms used by native Spanish speakers. If the goal is to get students to handle a foreign language as nearly as possible like native speakers, the students need to have the same cues for choice that native speakers employ. These cues must be presented on a conscious level, applied in concrete examples and repeated sufficiently for them to become internalized.
Vizmuller, Jana (1979) in his research “A Contrastive Analysis of Verbal Aspect in Past Tenses in English and in Italian” provided guidelines for the teaching of aspect in the Italian verb system. (AM).

Knowles, Lance (1976) in his publication “The English verb is traditionally presented as having so many "tenses" remarked that both students and teachers are confused. No real logic seems to hold the whole thing together, and teachers' explanations are often off the mark. Organizing verb forms in terms of past, present, and future is not only incorrect, but misleading. The linguist Martin Joos offers a different approach with which to view and analyze the English predicate. This system is presented in practical terms for the classroom teacher. The concepts of remote tense and perfect phase are defined and shown to be a useful way of organizing and teaching verb forms, particularly the most troublesome ones: present and past perfect, conditionals, and reported speech. The emphasis throughout is on the privative meanings denoted by verb form markers, rather than on abstract forms and rules. Tense pattern drills should not be used for intermediate or higher level classes. What students at these levels need is practice switching from form to form, meaning to meaning, not just the mechanical affixing of an "ing."

Clarke, Edward J (1971) in his research on “Remedial Reading in the English Class” observed that Remedial reading, or the teaching of the ability to decode and comprehend, taxes the skills and ingenuity of the English teacher. This problem, however, must be tackled on a day-to-day basis. Remedial reading
programs can be made effective by utilizing the following techniques: a daily 5-minute quiz which embraces previously covered material; a brief period of dictation, which emphasizes accuracy; improvised lessons on verb tenses, using the students’ daily notes; games; student-created booklets or other projects to be completed at home; at least three totally different tasks to be completed during every class period; exercises to develop basic skills, which is the most important phase of any reading program; and developing a cordial atmosphere where true learning can take place.

**Hocking, B D W (1974)** in this research on “*Tense, Sequence of Tenses, and Indirect Speech in English Teaching*” explained how grammars and textbooks can present the formal tense relations of English in a concise, uncomplicated way.

**Pattison, Bruce (1969)** on his study on “*The Present Perfect Again*” described essentially a discussion of Ralph H. Walker's "Teaching the Present Perfect Tenses, which appeared in "*TESOL Quarterly vol. 1, no. 4, December 1967".*

**Cohen, Paul : Labov (1967)** on his research on “*Some suggestions for teaching standard English to speakers of non-standard dialects*” observed that this paper was submitted to the bureau of curriculum research of the New York city board of education for their use in preparing a manual for language arts skills in grades 5 to 12. The suggestions here grew out of the authors' attempts "to isolate the structural and functional conflicts between the vernacular used in
urban ghettos and the standard English of the classroom." the structural conflicts are discussed in this paper since they are most immediately accessible to linguistic analysis. Briefly, the suggestions are designed to present information on the phonology and grammar of nonstandard and negro dialects in a form useful to the English teacher. The most important problem areas are outlined and presented in terms of the general rules differentiating between standard and nonstandard forms. Some of grammatical points discussed are--(1) verb tenses, (2) forms of the noun, (3) negation patterns, (4) pronouns, (5) embedded questions, and (6) count and mass nouns. Articulation and pronunciation patterns in nonstandard speech are also discussed and the authors present concrete suggestions for preparing materials to teach contrastive patterns. The linguistic terminology used in this report is understandable by the nonspecialist.

Sacco, Margaret Close (1976) in the study on "What Do You Do? What Are You Doing? The Simple Present and Progressive Present Tense", observed that this workbook is part of "Contact Canada," a course for teaching English as a second language to adult Francophones. The specific aim of this booklet is to teach the meaningful use of the progressive present tense through comparison and contrast with simple present tense usage. The workbook, which is accompanied by a six-minute animated film and a set of cards, is divided into three sections. Section One is graded and illustrated to bring out the fundamental concept of "genericness" in the simple present. It is shown in a statement of general truth, as paraphrase for noun and adjective structures, and in conjunction with generic-time adverbs. Section Two focuses on the concept of "specificity"
inherent in the progressive present, as opposed to the generalizing function of the simple present. Lessons are based on the semantic features of the tenses, namely unity, incompleteness, specificity and temporariness. These concepts are demonstrated by clear and simple explanations, illustrations and exercises. Section Three tests and reinforces student comprehension.

Sarantos, Robin L. (1971) on his investigation “How Much English Do You Know?” observed that course, intended for intermediate students of English-as-a-second-language, seeks to identify the needs of students in the areas of comprehension, speech, reading, and writing for the purpose of being able to individually counsel students in Quinmester Programs. Performance objectives are prescribed, including study of fundamentals of county, state, and national government and citizenship. Language content begins with a review of the beginning level material. Emphasis is placed on correct usage of singular and plural nouns; possessive nouns; compound nouns; clauses beginning with "as,""when,""if,""who,""that," and "while," and regular and irregular verbs in the present, past, and future tenses. Students' vocabulary, written and oral expression, reading comprehension, and pronunciation are reviewed and reinforced. A list of performance objectives and suggested activities are included. (RL)

Stokoe, William C, Jr And Others (1967) in their research study on “Generating English Sentences, Books 1-4 and Tests says that ” observed that these volumes (with tests) on constructing effective English sentences are
designed for secondary students who do not often hear standard dialects--e.g., the deaf, the disadvantaged, or the speakers of English as a second language. Transformational-generative grammar is used to describe the structures and operations that the student most needs. Lessons, supported by more than 250 exercises, deal progressively with phrase structure and transform rules for devising sentence patterns which utilize: (1) nominal fields containing pronouns or nouns, (2) transitive and intransitive verbs, direct and indirect objects, adverbs and adverbial fields, (3) verb combinations, (4) tenses of "be," used variously as a linking, describing, auxiliary, or intransitive verb, (5) adverb and adjective fields and the active and passive voices, (6) compound elements, and (7) adjective, adverb, or noun clauses. (JB)

2.2.4 Research Studies on Teaching of Modals

Kong, Kenneth (2009) in his study made a study on “A Comparison of the Linguistic and Interactional Features of Language Learning Websites and Textbooks” reported that Self-study is playing an increasingly important role in the learning and instruction of many subjects, including second and foreign languages. With the rapid development of the internet, language websites for self-study are flourishing. While the language of print-based teaching materials has received some attention, the linguistic and interactional features of websites are largely ignored by educationists, and online learning materials are regarded as simply duplicates of their print-based counterparts. This is far from satisfactory because web-based and print-based materials are very different tools with which
participants negotiate their learning activities. This paper examines the linguistic and interactional features of English learning websites in terms of (1) their lexical density/clause length; (2) referential cohesion, particularly the use of personal pronouns; and (3) the presence of involvement strategies and other interactional features. These features are compared with those in textbooks to examine how websites deviate from traditional instructional texts. It is found that both clause and lexical density are greater on websites than in traditional textbooks. Websites make more use of the personal pronouns "I" and "you", whereas textbooks make more use of the authoritative "we". Websites are also more interactional in terms of their use of involvement strategies, imperative structures and modals. These findings highlight the different contexts of textbooks and websites, particularly the different nature of the two channels and their credibility as information sources. This has practical implications for the design of appropriate online instructional resources.

Alimi, Modupe M (2007) in his research on “English Articles and Modals in the Writing of Some Botswana Students” observed that what syntactic patterns emerge in students' use of articles and modals? What are the reasons for these patterns? What implications do the findings of the study have for English language instruction in Botswana? Exactly 1556 essays comprising class assignments, written seminar presentations, test papers and examination scripts from 514 randomly selected students of the University of Botswana were analysed. The findings indicate that there were systematic omissions, substitutions and insertion of the definite and indefinite articles as well as
recurrent use of the expression "can be able." Students' indication of different forms of epistemic modality was confined to the use of "could" while complex verb phrases involving negation had their constituents reordered such that the negative operator "not" consistently succeeded the perfective auxiliary. The study shows that the reasons for these errors are both intra- and interlingual, namely the complexities of the two grammatical structures, articles and modals, and the influence of L1. Since the Botswana Senior Secondary Assessment Syllabus specifies "accuracy" in the use of grammatical forms, by demanding high language achievement standards, this paper argues that a return to the teaching of basic grammar in the high school is important for the students' mastery of articles and modals.

**Gundert, Maggie (2007)** in his research on “Teaching Certainty by Exploring Uncertainty: Teaching Modals in the Workplace” observed that a method to increase use of modals by knowledge workers moves from workers' existing knowledge into four stages: (1) illustrating ambiguous things; (2) talking about doubt and certainty; (3) applying modals to models; and (4) reaching consensus about solutions.

**Linnell, Julian D. (1991)** in the study on “Instruction or Interaction? A Study of the Acquisition of Modals by Beginning Non-Native Speakers” stated that the question addressed in this paper is whether explicit instruction makes any difference in the acquisition of modals or whether opportunities for interaction are sufficient. Eight non-native speakers (NNSs), aged 17-35 and representing
several nationalities, were tested. The language focus was "will," "be going to," and "won't." A covariance analysis was applied 1 year later. Results suggest that minimal instruction (1 hour per week over a 6 week period) from one instructor to four NNSs can make a difference at the elementary level, and that instruction was significant even for more difficult grammar such as modals. This study underscores the difficulties of quasi-experimental research in second language acquisition. It is suggested that future work could investigate the role and effects of consciousness-raising and learnability/teachability on the rate of acquisition and levels of ultimate attainment. Contains 16 references.

Linnell, Julian D (1991) made a study on “Tense, Aspect, and Time in the English Modality System”, observed unless a clear distinction is made between the semantic time reference of the modal "perfect" and that of the present perfect aspect, these forms will remain confusing to students of English as a second language. A brief sequence is suggested for teaching modals which incorporates and clarifies these time relationships and simplifies the teaching of the entire modality system.

Dragga, Sam (1986) in his research on “The Myth of Future Tense”. argued that English has no future tense, but instead uses the modals "will" or "shall" or "be going to" to indicate a futurity that is an expression of present or past intention, prediction, or expectation. Suggests the myth of future tense provides a false sense of certitude about the future equivalent to the certitude about the past and present.
Kalogjera, Damir Vilke, Mirjana (1982) in his research titled on “The English Modals and Their Equivalents in Serbo-Croatian, with Pedagogical Material. New Studies Series, Volume 1” observed that Part of a 20-year Yugoslav Serbocroatian-English Contrastive Project, this study is intended to make students, teachers, textbook writers, and scholars aware of elements in the system of English modals that might cause difficulties to the native Serbocroatian-speaking learner of English. An eclectic method of contrastive analysis consisting of three steps was applied: collecting facts about the meaning and structure of English modals, linking them with corresponding information about Serbocroatian verbs felt to be their counterparts, and looking for positive and negative interference resulting from similarities and differences in the two systems. The first seven chapters look at some general grammatical and semantic features of the modals, and the last chapter treats individual modals (shall, should, will, would, can/could, may/might, must, have to, ought to, am/are/is + to, need, dare, and used to) by stressing features that seem important for teachers and other interested parties. Bibliographies and a chapter on teaching modals to Serbocroatian speakers who are learning English are included.

Ney, James W (1981) in his investigation on “Teaching the Modals in an ESL Class”. observed that generalizations regarding languages should be presented to students to aid them in mastering the surface forms they encounter. Hoffmen's analysis of modals postulates a root meaning and an epistemic meaning for modals and predicts that the root interpretation is generally excluded.
by the progressive and perfect tenses. This system may form the basis for the teaching of modals. However, other principles need be included if modals are to be presented adequately. First, past tense modals generally have the same meanings as present tense modals in similar environments although their meaning is tinged with a certain remoteness. Second, except for "can" and "will," the past time referent for most modals is formed by including the perfect tense marker in the verb phrase. Third, certain principles exist that govern the interpretation of modals. For example, in questions, "may" functions only with the meaning of permission and not with the meaning of possibility. The analyses are supported with detailed examples. Tables provide a synopsis of the meaning of English modals and a discussion of necessity and hypothesis with "must" and "should." The overall pattern for the description of modals presented in the article is a practical guide for teaching ESL students.

**Meziani, Ahmed (1983)** in his research on “*Modality in English and Moroccan Arabic*”. presented an analysis of the modal verbs in English and Morocan Arabic that works equally well for both languages and is simple enough to be of use to the classroom teacher.

**Caissie, Roland (1982)** in his investigation on “*The Four Families of English Predicate Formation*” presented that system for classifying English predicates into four families that account for all forms, moods, voices, and tenses is examined as an approach to teach grammar to students of English as a second language (ESL). It is suggested that by focusing on one family at a time,
then building by combining these families, students can learn more readily to comprehend, produce, and manipulate conjugations and tenses. The following discriminators, or elements of English predicate formation, are examined: simple action form, modal form, have form, and be form. The system can be simplified for more elementary language levels while still retaining the four groupings; for example, eliminating the past participle in family four, or limiting the number of modals in family two. It is suggested that work with the families begin at the end, family four. Reasons for this include the ubiquity of "be" in English sentences, the simplicity of the interrogative and negative constructions, and the range of expression the use of "be" plus complements allows. From family four, the teacher can return to the beginning and family one. It is suggested that the true determiners for grouping verbs are the same ones that secondarily discriminate between person, time, mood, and voice, and are generally referred to as auxiliaries. They make up the core of all predicate formation in English, and by using each one separately or in concert with others, the entire spectrum of English verb tenses and voice can be produced and their understanding simplified.

Matthews Bresky R J H (1978) in his investigation on “English Modals - Form, Function and Semantics” has given some general suggestions for teaching English modal auxiliary verbs. For example, "would" and "could" should be taught as verbs in their own right, rather than as forms of "will" and "can." English modals do not exactly match German modals.
Lee, D A (1975) in his research on “Modal Auxiliaries in Generative Grammar—Some Pedagogic Implication” presented that a comparison is made of two different approaches to the treatment of modals in the framework of a transformational grammar—that of Seuren, who analyzes modals as "operators," and that of the generative semanticists who take them to be "higher verbs." Implications for language teaching are discussed.

Bowen, J. Donald; McCreary, Carol Fillips (1977) in their research on “Teaching the English Modal Perfects” observed that the modal system in English is unique among verbs and constitutes a considerable learning burden for ESL learners. Problems may be reduced by careful delineation of semantic functions for individual modals and understanding of semantic coverage of perfect constructions compared to simple forms. Instruction of modal perfects is discussed.

Fullerton, G. Lee (1977) on his investigation on “Teaching the Subjunctive Use of Modal Auxiliaries” observed that the property that determines which present infinitives can occur with subjectively used modals in German is identified. It is suggested that students be told to use modals subjectively with present infinitives only if the corresponding English sentence does not require the main verb to be progressive.

Fenn, Peter (1978) in his investigation “Dangers and Fallacies in the Explanation of Future Time References” discussed the semantic functions of the English future formations: "will/shall," to be going to," and the present tense. He
points out that these all have modal as well as temporal significance, making the traditional teaching of the English future imprecise and misleading.

Matthews Bresky, R. J. H. (1975) in his study on “Some Remarks on the Teaching of English Modals” examined the teaching texts "English for Today" (Lensing/Schroedel, Dortmund, Hannover) and "Learning English" (Klett, tuttgart) as to presentation and explanation of the modal auxiliary verbs in English.

2.3.0 CRITICAL INFERENCES BASED ON STUDIES REVIEWED

O’Gara, Philip (2008) observed in his study that much of the research regarding the effectiveness of drama as a teaching tool evaluated using qualitative analysis. The pupils assessed were all native Italian speakers and attended a private International school in Milan. Italy. Two classes from the same year group received instruction in the different method over a three week period the result of the study concluded that teaching language tenses through drama was more effective than using traditional methods. The proposed null hypothesis was rejected.

The investigator in the present study made a similar study of major story telling and conservation passage as teaching strategies to teach tenses and modals. The control group was taught by traditional method.

Abrates, Jaye (1983) in his investigation, described a method of teaching French past tense in which students are taught to choose appropriate tense by learning to view the situation as a native speaker, instead of by trying to
memorize and apply very specific grammar rules and all their exceptions. It is improbable to get into such situations. So this study is warranted.

Walkar, Ralph H (1967) observed that the simple present and present perfect continuous are for the non-native speaking of English two of the most troublesome tenses in the English verb system. Transference in made because of lack of understanding of the nature of these two tenses. A description of these two tenses, drills and exercises involving their use, and exercises to contract the two are presented. The investigator is trying to enhance the learning through story telling and conversation passages.

Linnell, Julian D (1991) observed that unless a clear destination is made between the semantic time reference of the modal “perfect” and that of the present perfect aspect, these terms will remain confusing to students of English as a second language. A brief sequence is suggested for teaching modals which incorporates and classifies these time relationship and simplifies the teaching of the entire modality system. Model can be learnt through conversation passages. Therefore, an attempt is made on this.

Ney, James W. (1981) observed that generalizations regarding languages should be presented to student to aid in mastering the surface forms. The investigator felt that story telling teaching strategy would enhance learning of models and tenses.
Mathews, Bresky, RJ H (1979) in his investigation on “English Modals – Form functions and semantics “has given general suggestions for teaching English modal auxiliary verbs. For example, `would’ a `could’ should be taught as verbs in their our right rather than as form terms of `will’ and `can’.

Lee, D.H. (1975) in his research on “Modal Auxiliaries in Generative Grammar – Some Pedagogic Implication “presented that a comparison is made of find different approaches to the treatment of modals in the framework of a transformational grammar.

Bowen, J. Donald, Mc Creazy, carol Fillips (1977) in their research” Teaching the English modal Perfects” observed that the modal system in English in unique among verbs. Problems may be reduced by carful delineation of semantic functions for individual modals and understanding of semantic coverage of perfect constructions.

Ellis- Rod (1985) conducted a study on “Interpretation Based Grammar Teaching “in contrast to the usual approach to teaching grammar and this article argued for a comprehension based approach. Based on a modal of second language acquisition, it examines a number of possible goals for grammar instruction.

Kidd, - Richard did a study on (1987) “Teaching ESL Grammar through Dictation” described that there are useful and effective dictation articles specifically designed for the teaching of grammar.Similarly story and
conversation passages teaching strategies will enhance learning of English grammar at higher Secondary level.

Duucany Annelise. M (1972) carried out a study on “Grammar; should the skeleton stay in the closet?” and observed that the task of teaching grammar in language courses is different because many American students lack a thorough grounding in the structure of their own language that could serve as a model framework for learning the grammar of another. In order to progress towards mastery grammar must play a part in all language activities on all levels. Various ways are suggested for facilitating grammar learning and strategies for reinforcement appropriate to different levels, without losing sight of the fact that grammar is only the skeleton. Therefore, story telling and conversation passage teaching strategies will enhance learning of grammar.

The review of the study rendered how the researchers and experimenters, had attempted to enhance the learning of English language. English grammar and especially learning of tenses and modals. Though many had done several attempts, enhancing learning of tenses and modals at higher secondary have not yielded desired result. A fresh look is needed to find some new approach or method of teaching grammar especially tenses and modals.

It is understood that the learners can learn tenses and modals if the learning situation is something different. Stories are liked by all, especially short stories. These stories are read and understood when the tenses and modals are used in appropriate places and tenses and modals in the context of conversation
passengers. If such learning situation are provided and the teachers present the materials suitably for the learning of tenses and modals, it would enhance learning of English grammar at higher secondary level.

It was studied that all other strategies used in teaching grammar at higher secondary level might not how yielded the desired result. So, the investigator tried to have some other selected strategies, like story letting and conversation passages, to teach tenses and modals to enhance learning of English grammar at higher secondary levels.

### 2.4.0 CONCLUSION

The studies so far cited aimed at developing and designing strategies for enhancing the learning of English grammar especially Tenses and Modals. The innovative studies have been taken by researchers in the field of teaching English and English Grammar. In the next chapter the will deal with methodology, the procedure for investigation.