CHAPTER 5

TEACHING GRAMMAR, VOCABULARY AND LITERATURE

5.1 Teaching Grammar

The issue of grammar instruction in second language teaching is among the most hotly debated one. In fact, there has been a pendulum swing regarding whether grammar should be taught or not. Of course there is no gaining that grammatical competence alone can account for what is involved in the mastery of a language. But it is also a fact that an essential part of the teaching of any language is the teaching of its grammar. Whatever be the case, some sort of knowledge of grammar is essential. It is important for the mental growth of the child and acts as a source of discipline to mind. Hence the issue now is no longer whether grammar is to be taught or not rather how it should be taught effectively.

5.1.1 Historical perspective of Grammar Teaching

Before the advent of communicative language teaching in the 1970s grammar was in a dominating position in English language teaching with curricula being organized around it. However the supremacy of grammar was questioned when developments in the field of sociolinguistics encouraged a more critical look at language and shaped an awareness of the need to make language relevant to students’ need and to provide opportunities for language use in the classrooms.

However these developments led some theorists, methodologists, teachers and syllabus designers to go to overboard so much so that many of them started advocating no grammar approach in second language teaching. The failure actually stems from the inadequacy of the methodologies that have failed to recognize the crucial distinction teaching ‘about language’ and teaching the ‘use of language’ which in turn has led to a sort of an unbridgeable chasm between the true goal of language teaching and the means employed to achieve the goal.
The true goal of all second language teaching is to produce students who can communicate well in second language, comprehend and create novel utterance that conform to the grammatical system of language whether (in speech or in writing). So we, the teachers of English should facilitate

“Free and unfiltered language use by providing our students with the linguistic means to create novel utterances through a carefully designed and presented program they can digest and enjoy” (River: 1983, p.33).

But traditionally the language teachers have been focusing primarily on the means only, failing to recognize the needs to encourage students to use these means to express meaning they themselves wish to communicate. Most of teachers are accustomed to teach grammar rules in isolation. They follow prescriptive approach by first acquainting the students with the grammar rules and then providing practice to them in their use and applications. Even teachers who follow descriptive approach too, divorce the teaching of grammatical items from real life situations. They have been teaching discrete points of grammarian separate lessons focusing mainly on the formal features of the language at the expense of encouraging students to use the language. This sort of an approach, perhaps, has its germs in the belief that the purpose of all teaching is to simplify learning and one way of doing that is to break down the contents into the smaller parts and then present them in a sequential and graded manner.

The another reason may be that as the classrooms are divorced from the lives of the students due to imposition of curricula, examination pattern and time constrains, it becomes difficult for a teacher to match the classroom situation with the real life situations.

Majority of students study general English as a compulsory subject under either language components at the school level or under foundation course component at the undergraduate level. The general English course comprises of a few prescribed textbooks containing some lessons followed by comprehension questions, vocabulary items and exercises of grammar and composition. The exercises consist of ‘fill in the blanks with suitable articles/preposition/pronoun/models or change of voice/ narration or combine the sentences. But the examples given in the exercises don’t have any
correspondence with the communicative situations which the students come across in their daily lives. The result is that even after learning rules of grammar for so many years, our students fail miserably in acquiring mastery in second language.

Again due to prescription of textbooks and curriculum, teachers are restrained to confine themselves to the completion to the curricula and to follow the methodologies accordingly. The text, curricula and examination pattern dictate them to aim at assisting the learners in scoring good marks in the examination rather than facilitating them to gain fluency in the use of language. They follow prescriptive approach and emphasize more on teaching of rules than their uses in different communicative situations. This results in limited exposure and makes the classroom close-ended for communicative act.

Research shows that learners don’t learn one thing perfectly once at a time, but learn numerous things simultaneously. Hence traditional language teaching has been found to be defective on at least two counts-

- For treating language learning as a system of accumulation structural entities.
- For neglecting language uses.

This inconsistency between the goal of second language teaching on the one hand, and the views regarding second language learning and the instructional actions of the teachers regarding the teaching of second language on the other hand, has led to a great dissatisfaction in the pedagogical circles because the methodologies adapted have not been able to yield the hoped results.

It has therefore become necessary to rethink and reorient the material and methodology of grammar teaching in order to equip our students to use the language items not only correctly but also appropriate in different real life situations. The main challenge before a grammar pedagogue is to make the classroom open-ended, by creating enough scope in the classroom for students to learner-centered, for communicative situations in the classrooms which enable a learner to repeatedly use different frequently occurring grammatical items in various life-like situations. A competent teacher can create situations spontaneously depending on the level of the students, the grammatical items he/she is teaching and the topic. The one solution to this problem is task-based grammar teaching. Grammar pedagogy in the traditional
methodology and classrooms were confined to mere prescription of rules. To encourage communicative activities in the classroom and to integrate grammatical rules with their uses, it becomes necessary for pedagogues’ to create some interesting situations in the classroom to facilitate the learners to use them in day to day life.

**5.1.2 Content-Based Grammar Teaching**

Here are some examples by which an English teacher can make her grammar teaching effective, interesting and everlasting.

**Fill in the blanks with the correct form of the adjectives given in the blanks:**

One day, my ……………..(old) brother began to test my knowledge. “Who was the ………………..(powerful) king of the Maurya Dynasty?” he asked.

“I have ………..(little) knowledge of History. But I am ………………….(confident) I know my Geography.”

“All right. Mt Everest, the ………………(high) peak of the world is in India. Right or wrong?”

‘Wrong! It is in Tibet-Nepal.’

“Of the two peaks, the Kanchenjunga and the Nanda Devi, which one is the ………….high)?

“The Kanchenjunga”.

“Which planet is the ……………(close) to the sun?”

“Mercury”.

“And which one is the ……………(far) from the sun”.

“Neptune”

“Of South Korea and Thailand, which in the …………..(rich)? “South Korea”.

“you know your geography well. It was a ………………..(great) pleasure interacting with you,” said my brother.

Here is an example of the use of tenses in content instead of using in sentences, a common practice which we find in our text books at tertiary level.
**Rewrite this letter using the present perfect tense of the verb given in the brackets:**

Dear Ritu

I (just receive) your letter. I am glad to know that your father (buy) a new house and you (already shift) there. I too have some good news to convey. I am among the ten top students of my school in the board examination. I (get) A1 in every subject. Everybody is feeling happy at my result. Father (give) me a beautiful watch. The principal (announced) a handsome prize for the ten of us. My sister Anu (recover) and (start) going to school. Do write to me regularly.

Yours sincerely

Meetu

**Pick out the adverbs in this passage and say what kind of adverb they are:**

When (1) was the first telescope made? You will be quite (2) surprised to know that the first telescope was made in the seventeenth (3) century by Galileo. It was fitted on top (4) of the highest hill of Venice. Large crowds daily (5) mounted up (6) the hill to see through the telescope. They eagerly (7) looked at the planet and wondered at what they saw. Even the chief magistrate of Venice was much impressed with it. Galileo often (8) looked at the planets through his telescope and discovered new facts.

**Practice of writing messages**

It is well observed fact that students will not write unless they find something of their interest. Moreover they need some hints or clue as a starter. So it is good for a language teacher to arrange his /her exercises in such a way that give them some hints what is expected from them.

**You want to return the umbrella; you had borrowed from your friend. You found her house locked. You left the umbrella with her neighbour, Sen Gupta along with a note for your friend. Write a note.**

<table>
<thead>
<tr>
<th>MESSAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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<td></td>
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</tbody>
</table>
Your mother suddenly had to leave home to see a friend in the hospital. She locked the house and left the keys with your neighbour. When you returned home from school you found a message where the keys were, where the food was and when she would return home. Write that message.

MESSAGE

Narrating an incident

Given below is an outline plan of a description of a rainy day. Use this plan to write a description of a rainy day. You may also use your own ideas.

### The plan

<table>
<thead>
<tr>
<th>The weather before the rain</th>
<th>A Rainy Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>A clear morning, no clouds, very hot, a cool wind around noon, sky overcast.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The rain begins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returning home from college, started raining, shelter under a tree.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The scene on the roadside</th>
</tr>
</thead>
<tbody>
<tr>
<td>People running to take shelter; the road turned into a stream of water, the drains overflowing, the traffic slowed down, cars, buses, broke down: people out with umbrellas, children played in the rain.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>End of the rain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stopped after half an hour, the sun came out, walked home, clothes and books wet.</td>
</tr>
</tbody>
</table>
Fill the blanks in the following passage with suitable linkers from the box.

Or, Because, And, If, As, But

There are over a million kinds of insects. They can be useful to man… …harmful. They come in different shapes, sizes,.........colours. All insects have six legs ……three parts of its body-a head, a middle section called thorax…… a stomach. A spider is not an insect….it has eight legs ……two body parts.

Pick out the verbs that are in the passive voice:

In the early medieval period, Northern India was divided into a number of kingdoms. These kingdoms frequently fought with one another. In south India this period saw the rule of the powerful Chola kings. They conquered large areas of the peninsula and their armies came as far north as the Ganga. They were very rich because the south Indian merchants at this time were trading with the countries of south-east Asia and with china. Much of the money was spent on beautiful temples which were also of learning. There were thinkers and philosophers at this time whose teaching influenced Indian thought in every part of the country. It was in south India that Indian culture during the early medieval period was further enriched and developed.

Active and Passive Voices

Traditionally, teachers have been teaching rules to transform active to passive because of our examination system. But without teaching usage of particular concept, how can learners acquire competency in the language? Instead of teaching transformation, students should be made to compare active and passive forms which helped students to understand how passives are put together. Students should be taught when and where to use passive voice and informed the importance of passive voice.

- Use passive form of the sentence when the doer of the action is not as important as the action itself.

For e.g. this room was cleaned yesterday.
• Use passive when the doer of the action is obvious.
  
  For e.g. the thief was arrested.

• When the doer of the action is not known.
  
  For e.g. I think their car will be stolen.

Students should know that when they need a variety in written up, they can use various forms of sentences. It will increase the beauty of language.

So, in spite of telling the rules of active-passive, direct-indirect speech, teacher should tell her students, the importance of its usage. It will avoid the monotony of English language classroom and the teaching-learning process will be effective and interactive.

**Conditional Clauses**

Conditional clauses are nightmare to students. First, second and third kind of conditional sentences are rather misleading and confusing. These can be down easily if teacher puts them together and compare the grammatical structure of these sentences. Students themselves will analyze the differences and they will make their own rules in their minds which will be everlasting rather than dictation by the teacher.

For e.g. open condition-

In this kind of sentences with *if*, use the tense which are normal for the situation

For e.g.

• If Sara came yesterday, she won’t come again today.

• If you love me, why did you call me a fool?

• I will call you if I come in town

• If I come tomorrow, I will bring your books.

• If you come tomorrow, I might be able to help you (hypothetical condition).

• If I were you, I would not talk to him (hypothetical).

• If you had invited me, I would have attended the party.

• If I had been in time, I would have won.
Conditional clauses can be taught using the example like the following one which creates interest in the students.

Example-

If I get good marks, I will join M.B.B.S. If I join M.B.B.S., I will study well. If I study well, I will be a doctor. If I become doctor, I will treat patients. If I treat patients, I might kill someone. If I kill someone, the police will arrest me. If police arrest me, they will take me to jail. If they take me to jail, I will escape from jail. .................

This will be an interesting way to teach our students the most difficult topic of grammar.

Grammar is dynamic; it changes over time. Giving a more realistic picture to the students, teaching modals will become easy. Often students get confused with have to, must, might, may etc. Teacher can make it easy by simplifying its usage.

For e.g.

- Have to- often have to refer to an external obligation which already exists.
- Must- often, must is preferred when obligation is imposed by the speaker or hearer.

**Articles**

Especially while dealing with articles, teachers encourage rote learning by simply saying use ‘An’ when vowels are there in the sentence giving some exceptional like university, European etc. Same is the case with the use of ‘A’ article without telling the reason. In fact we are supposed to refer the vowel sound not the vowel. It is better to switch the code here. Take the help of students’ mother tongue. By switching the code inform the students to use An, A, and The articles.

A teacher can create personal as well as impersonal situations. Personal situations can be related to personal lives, likes, dislikes, family background of students and teacher etc. Impersonal situations may be related to any areas or themes currently discussed in media. Apart from personal and impersonal situations, even imaginary situations may also be created by the teacher for communicative purpose.
5.1.3 **Task-Based Teaching** - Tasks based on grammar items can make language learning more interesting than traditional way of grammar teaching. Here are some examples of tasks of grammar exercises.

<table>
<thead>
<tr>
<th>TABLE 1</th>
<th>An Example of a Problem-Solving Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Here is some information about when three people joined the company they now work for and how long they have been working there.</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Date Joined</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>Ms Regan</td>
<td>1945</td>
</tr>
<tr>
<td>Mr. Bush</td>
<td>1970</td>
</tr>
<tr>
<td>Ms. Thatcher</td>
<td>1989</td>
</tr>
<tr>
<td>Mr. Baker</td>
<td>1990 (Feb.)</td>
</tr>
<tr>
<td>2 Study these sentences about these people. When is ‘for’ used and when is ‘since’ used?</td>
<td></td>
</tr>
<tr>
<td>a. Ms. Ragan has been working for her company for most of her life.</td>
<td></td>
</tr>
<tr>
<td>b. Mr. Bush has been working for his company since 1970.</td>
<td></td>
</tr>
<tr>
<td>c. Ms. Thatcher has been working for her company for 9 months.</td>
<td></td>
</tr>
<tr>
<td>d. Mr. Baker has been working for his company since February.</td>
<td></td>
</tr>
<tr>
<td>3 Which of the following sentences are ungrammatical? Why?</td>
<td></td>
</tr>
<tr>
<td>a Ms. Regan has been working for her company for 1945.</td>
<td></td>
</tr>
<tr>
<td>b Mr. Bush has been working for his company for 20 years.</td>
<td></td>
</tr>
<tr>
<td>c Ms. Thatcher has been working for her company since 1989.</td>
<td></td>
</tr>
<tr>
<td>D Mr. Baker has been working for his company since 10 days.</td>
<td></td>
</tr>
<tr>
<td>4 Try and make up a rule to explain when ‘for’ and ‘since’ are used.</td>
<td></td>
</tr>
<tr>
<td>5 Make up one sentence about when you started to learn English and one sentence about how long you have been studying English. Use ‘for’ and ‘since’</td>
<td></td>
</tr>
</tbody>
</table>

A teacher tries to create real life situation in the classroom. When a learner participates in such activities, he/she feels confident when he/she faces same situations in their real life. A teacher creates various types of tasks, students-centered
as well as teacher-centered on different subjects like one’s hobbies, likes, dislikes, routine activities, habits, and friends, relatives and so on to provide sufficient opportunities and time to the students to participate in the meaningful situational dialogues. Apart from personal situations, the creation of impersonal situations can also be explored for communication purpose. Impersonal situations that cover the topics related to political/sports, theatre, fashion, books and any other topic of students’ interest of which students have background knowledge and information should be explored to the students.

There is also a scope for creating interesting tasks in the classrooms for providing practice in the use of some grammar items from the text taught for the purpose of reading comprehension. From primary to undergraduate level, for all the classes, some text-books are prescribed which contain-essays, poems, short-stories etc. Contents of the textbooks may be used for creating the situations and activities to provide practice of grammatical items. However the situations created from the contents given in the text should not be directly copied but should be modified to create communicative activities.

In spite of that a teacher can create communicative situations in the classroom to initiate students to participate in the discussion on some current and familiar topics related to some festivals, current problems prevailing in college, town and in the country, or on some sports events. Thus students can expose to various grammatical items through their contextualization in various real life situations. Numerous studies have proved it beyond doubt that grammar-focused teaching is indeed required for increasing the proficiency of second language learners.

So there is every need for an eclectic approach to teach grammar.

Even while teaching the prescribed text for comprehensive purpose, a teacher can take some interesting passages from the text and can create some communicational situations based on them for teaching and providing practice in the use of grammatical items.

A language teacher knows that there are three types of grammars of any language and the mastery of all these grammars are must for using the language for communicative purpose.
G1-(Functional) It is the total mechanism which a language possesses and through which its users are able to communicate with each others.

G2-(Formal) It is formal analysis and description of the rules of the language.

G3-It refers to the rules for the correct use of language, which may be prescribed for its users.

Most of the linguists are concerned with formal grammar where as a language teacher is concerned with G3. Many of our students know a lot of G2 and G3 but they can neither speak nor write correctly; their G1 is poor. On the other hand, a student can certainly be made proficient in G1 without any exposure to G2 and G3 through constant exposure to the language. This is what we find in the case of the best English medium schools in our country. G2 has to grow out of G1, the explanations are derives from exposure to the language and explanations can’t precede the exposure. Grammar does not exist in isolation from language: language is grammar. The objective of teaching grammar to ordinary student is to improve his/her receptive and productive language skills, to make a better user of language and not to give him/her lot of specialized information about language. The grammar lessons should emerge out of language material being used to develop the skills of reading and comprehension, as well as should form the grammar lesson too.

- Grammar teaching should be done in context and in relation to language skills.
- A teacher should prefer Inductive grammar teaching in the classroom which moves from example to rules. This was used earlier in the teaching of classical languages.
- A teacher should promote fluency before accuracy. If it happens vice-versa, learners will be de-motivated to use the language at all.

It can be said that with some changes in pedagogy and in our approach in teaching grammar, we can teach grammar to students in a better and easy way and can lead them to meaningful communication. An eclectic approach to teaching grammar encompasses that the teacher introduces the target grammar in a meaningful context; explain the form, meaning and usage. In this way we can generate interest in the students. Ultimately, students can acquire competency in the language. Numerous studies have proved it beyond doubt that grammar-focused teaching is indeed required to increase proficiency in second language learners. Prabhu (1987) has tried to show,
with some success, that classroom learners can acquire second language grammar 
naturally by participating in meaning-focused tasks. For most teachers, the main 
idea of grammar teaching is to help learners internalize the structures taught in such a 
way that they can use in everyday communication. To this end, the learners are 
provided with opportunities to practice the structures, first under controlled 
conditions, and then under more normal communicative conditions. The practice stage 
consists of a series of exercises whose aim is to cause the learners to absorb the 
structures thoroughly; or to put it another way, to transfer what they know.

5.2 Teaching Vocabulary

In the past, vocabulary teaching and learning were often given little priority in second 
language programs. Vocabulary learning was often left to look after itself and 
received only incidental attention in many textbooks and language programs. Thus, 
although the course curriculum was often quite specific about aspects of teaching such 
as grammar, reading, or speaking, little specification was given to the role of 
vocabulary. But recently there has been a renewed interest in the nature of vocabulary 
and its role in teaching and learning. The status of vocabulary now seems to be 
changing. For one thing, the notion of a word has been ‘broadened’ to include lexical 
phases and routines, and it has been suggested that in the initial stages of learning 
vocabulary plays a primary role in communication and acquisition. In addition, access 
to lexical corpora has made it possible for applied linguists to access huge sample of 
language in order to find out how words are used, both by native speakers and by 
second language learners. Such research has enabled applied linguists to identify 
common pattern of collocation, word formation, metaphor, and lexical phases that are 
part of a speaker’s lexical competence.

Vocabulary is a core component of language proficiency and provides much of the 
basis for how well learners speak, listen, read, and write. Without an extensive 
vocabulary and strategies for acquiring new vocabulary, learners often achieves less 
than their potential and may be discouraged from making use of language learning 
opportunities around them such as listening to the radio, listening to native speakers, 
using the language in different context, reading, or watching television. Research on 
vocabulary in recent years has done a great deal to clarify the level of vocabulary 
learning. Learners need to achieve in order to read both simplified and un-simplified
materials and to process different kinds of oral and written texts as well as the kind of strategies learners use in understanding, using, and remembering words.

5.2.1 Approaches to Vocabulary Learning

- Incidental learning (i.e. learning vocabulary as a by-product of doing other things such as reading or listening)
- Explicit instruction
- Independent strategy development

Although all of these approaches and principles have a role to play in vocabulary instruction, the learners’ proficiency level and learning situation should be considered when deciding the relative emphasis to be placed on each approach. In general, emphasizing explicit instruction is probably best for beginners and intermediate students who have limited vocabulary. On the other hand, extensive reading and listening might receive more attention for more proficient intermediate and advanced students. Also, because of its immediate benefits, dictionary training should also be added in the curriculum.

Word is very important in vocabulary building. A word is defined as including the base form (e.g., make) and its inflections and derivatives (e.g. makes, maker, making, made). Since the meanings of these different forms of the words are closely related, it is assumed that little extra efforts are needed to learn them. It should also be remembered that vocabulary learning is more than the study of individual words. It has been observed that a significant amount of the English language is made up of lexical phrases, which range from phrasal verbs to longer institutionalized expressions.

5.2.2 Incidental Learning

A major source of incidental learning is extensive reading, which recommends as a regular out-of-class activity. The teacher provides opportunities for extensive reading and listening. Most of the words in both first and second languages are probably learnt incidentally, through extensive reading and listening. Several studies have confined that incidental second language vocabulary learning through reading does occur. Learning vocabulary from context is a gradual process that gives exposure to an unfamiliar word. Second language learners can be expected to require many exposures to a word in context before understanding its meaning. The incidental
learning of vocabulary through extensive reading can benefit language curricula and learners at all levels. Many students may never do extensive reading for pleasure, so it may be initially useful to devote some class time to Sustained Silent Reading. Once students develop the ability to read in a sustained fashion, then most of the reading should be done outside the class.

5.2.3 Explicit Instruction

Explicit instruction involves diagnosing the words, learners need to know; presenting words for the first time; elaborating word knowledge; and developing fluency with known words. Explicit instruction depends on identifying specific vocabulary-acquisition targets for learners. Information is now available on what such target should be for learners at different proficiency levels. For example, a target of 4,500 words are identified in the Cambridge English Lexicon (Hindmarse, 1980), a core vocabulary for secondary school learners. An additional 3,000 to 5,000 words are suggested for learners continuing to tertiary education studies.

In explicit instruction, a teacher should diagnose which of the 3,000 most common words learners need to study. Knowing approximately 3,000 high-fluency and general academic words are significant because this amount covers a high percentage of the words on an average page. The 2,000 high-fluency words in West’s (1953) General Service List (GSL) cover 87 (percent) of an average non-academic text and 80 (percent) of an average academic text. For second language learners entering university, Laufer (1992) found that knowing a minimum of about 3,000 words required for effective reading at university level, where as knowing 5,000 words indicates likely academic success. One way to estimate vocabulary size is to use Vocabulary Level Test or a checklist test which requires learners to mark the words on the list that they believe they know.

With explicit instruction, teacher should also provide opportunities for the intentional learning of vocabulary as intentional learning through instructions also significantly contribute to vocabulary development. While teaching unfamiliar vocabulary, teachers need to consider the following points.

- Learners need to do more than just see the forms. They need to hear the pronunciation and practice saying the words aloud as well. The syllable structure
and stress pattern of the words are important because they are two ways in which words are stored in memory.

- Start by learning semantically unrelated words. Also avoid learning words with similar forms at the same time. For example, because *affect* and *effect* have similar forms, simultaneously studying them is likely to cause confusion. Also bilingual vocabulary books often simply list words in alphabetical order, increasing the chance of confusing words that starts with the same syllable. Likewise, words with similar, opposite, or closely associated meaning may interfere with one another if they are studied at the same time.

- It is more effective to study words regularly over several short sessions than to study them for one or two longer sessions. As most forgetting occurs immediately after initial exposure to the words, repetition and review should take place almost immediately after studying a word for the first time.

- Study five to seven words at a time, dividing large number of words into smaller groups. As learners review these five to seven cards, they will more quickly get repeated exposure to the words than when large group are studied.

- Use activities such as the keyword technique to promote deeper mental processing and better retention. Associating visual images with a word helps learners remember the word.

- A wide variety of second language information can be added to the cards for further elaboration. Newly met words can be consciously associated with other L2 words that the learners already know and these words can be added to the card. Sentence examples, parts of speech, definitions, and keyword images can also be added.

### 5.2.4 Independent Strategies Development

Elaboration involves expanding the connections between the learners, already known words and new information. Knowing a word means knowing more than just its translated meaning or its L2 synonyms. Identifying various aspects of word knowledge such as knowing related grammatical patterns, affixes, common lexical sets, typical association how to use the word receptively and productively and so on are also important for learners. Receptive knowledge means being able to recognize one of the aspects of knowledge through reading and listening and productive
knowledge means being able to use it in speaking and writing. Teacher should be selective when deciding which words deserve deeper receptive or productive practice, as well as which type of knowledge will be useful for their students. One way to do this is to choose L2 words from the surrounding context and to explain their connection to the recently learned words. In addition to this, teacher should create opportunities to meet these useful, recently learned words in new contexts that provide new collocations and associations.

**Exercises that can deepen students’ knowledge of words include the following:**

- Sorting the lists of words and deciding on the categories.
- Making semantic maps with lists either provided by the teacher or generated by the learners; generating derivatives, inflections, synonyms and antonyms of a word;
- Making tree that show the relationships between super-ordinates, co-ordinates and specific examples;
- Identifying or generating associated words;
- Combining phrases from several columns;
- Matching parts of collocation using two columns;
- Completing collocation as a cloze activity;
- Playing collocation crossword puzzles or bingo.

**Providing opportunities for developing fluency with known vocabulary**

Fluency building activities are very essential in vocabulary learning as it recycle already known words in familiar grammatical and organizational pattern so that students can focus on recognizing or using words without hesitation. As Nation (1994, p.208) points out, developing fluency “overlaps most of all with developing the skills of listening, speaking, reading and writing.” So giving learners many opportunities to practice these skills is essential.
Experiment with guessing from context

Guessing from context is a complex and often difficult strategy to carry out successfully. To guess successfully from context, learners need to know about 19 out of every 20 words of a text, which requires knowing the 3,000 most common words. Although this strategy often may not result in gaining a full understanding of words meaning and form, guessing from context may still contribute to vocabulary learning.

Dictionary teaching to students’ to enhance vocabulary

Research shows that compared to incidental learning, repeated exposure to words combined with marginal glosses or bilingual dictionary use leads to increased learning for advance learners. A further advancement is that they can be used by all level of learners: advanced students can concentrate on the English part of the entry, and beginners can use the translation. Electronic dictionaries with multimedia annotations offer a further option for teachers and learners. But training in the use of dictionary is essential.

So learning vocabulary through incidental, intentional and independent approaches require teachers to plan a wide variety of activities and exercises. The amount of emphasis that teacher and programs decide to place on any given activity will depend on the learners’ level and the educational goal of the teacher and program. Extensive reading and listening, translation, elaboration, fluency activities, guessing from context, and using dictionary all have a role in systematically developing the learners’ vocabulary knowledge.

5.3 Teaching Literature

5.3.1 Traditional Approach to Teaching Literature

Literature teaching generally has remained up to the limits of classroom discussions and classroom interpretations by the teachers most of the time. In recent years the approach to teaching language mainly aims at promoting the learners’ communicative competence. However when it comes to teaching literature, this communicative competence ideal often vanishes. The way literature is presented often has a number of typical features. Sometimes the teacher falls back upon more traditional classroom
role in which he or she seems him or herself as imparting information about the author.

But the new age classroom needs to go beyond that. Literature itself has been greatly enriched by recent developments in the field of critical theory. Structuralism, de-structuralism, reader-response theory, feminist and Marxist criticism are just some of the branches of critical theory which have been challenging the ways in which we read and understand literature. But the sole aim is to find ways of using literature which will help learners to achieve their main purpose for being in the classroom i.e. to improve their English. For most teachers this is the compelling goal when selecting and designing materials. Language based approach towards literature is the need of time.

5.3.2 Literary Text as Resources

Literary texts are seen as source-one among many different types of texts—which provide stimulating language activities. The advantage of using literary texts for language activities are that

- They offer a wide range of styles and registers.
- They are open to multiple interpretations and hence provide excellent opportunities for classroom discussion.
- They focus on genuinely interesting and motivating topics to explore in the classroom (Duff and Maley, 1990).

Studying the language of the literary text will help to integrate the language and literature syllabus more closely. Detailed analysis of the language of the literary text will help students to make meaningful interpretation or informed evaluation of it. At the same time, students will increase their general awareness and understanding of English. Students are encouraged to draw on their knowledge of familiar grammatical lexical and discourse categories to make aesthetic judgments of the text literature. In reading literary texts, students have also to cope with language intended for native speakers and thus they gain additional familiarity with many different linguistic uses, forms and conventions of the written mode with irony, exposition, argument, narration and so on. Literature is perhaps best seen as a complement to other materials
used to increase the foreign learner’s insight into the country whose language is being learnt.

Another positive aspect of literature is that it provides a rich context in which individual lexical or syntactical items are made more memorable. By reading a substantial and contextualized body of text, students gain familiarity with many features of the written language— the formation and function of sentences, the variety of possible structures, and the different ways of connecting ideas, which broaden and enrich their own writing skills. The extensive reading required in tackling a novel or long play develops the students’ ability to make inferences from linguistic clues and to deduce meaning from context.

5.3.3 Language-Based Approach

Language-based approach is the need of time. Generally speaking, this approach focuses on a closer integration of language and literature in the classroom, since this will help the students in achieving their main aim which is to improve their knowledge and proficiency in English. A language-based approach of using literature includes techniques and procedures which are concerned more directly with the study of the literary text itself. The aim is to provide the students with the tools they need to interpret a text and to make competent critical judgment of it. Stylistics analysis is one of them. Stylistics involves the close study of the linguistic features of a text in order to arrive at an understanding of how the meanings of the text are transmitted.

Stylistics has two main objectives

1. To enable students to make meaningful interpretation of the text itself.
2. To expand students’ knowledge and awareness of the language in general.

Thus although the aim of using stylistics is to help students to read and study literature more competently, it also provides them with excellent language practice.

Stylistic analysis can also provide a way of comparing different types of texts (literary or non-literary) in order to ascertain how they fulfill different social functions. The teaching of literature can thus be integrated more fully into the classroom since literary texts can be studied along with other kinds of texts.
5.3.4 Activities of Literature Teaching

A number of language-based activities for exploiting literature with the language learners can be conducted in the classroom.

- Different sections of a dialogue from a play are given to students and each group has to rewrite the dialogue in reported speech using a range of verbs. When they are finished, they give their reported version to members of another group to transform into dialogues which are then compared with original from the play.

- After reading the story, students can be given three different summaries of a short story; they have to decide which summary is most accurate.

- Students can be given three different critical opinions of a play or novel they have read. They have to decide which they find the most convincing or accurate.

- Teacher can make small collection of texts for students to read on their own with minimal supervision. The self-access centre could consist of literary texts such as novels, plays, short stories, anthologies of poetry and a collection of video, recordings of plays or films based on novels and audio recordings of literary texts which students are encouraged to work through on their own perhaps after reading the original literary text.

- A self-access centre would provide students with a choice of literary texts to listen to or to read, foster the students’ enjoyment of literature, promote language acquisition, and develop reading and listening skills and to enable students to become more self confident and independent learners.

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