

A STUDY THE POSITION OF TEACHING OF ENGLISH GRAMMAR IN RURAL SECONDARY SCHOOLS OF SHIKARIPURA TALUK

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Introduction:

“One, who climbs the grammar tree, distinctly knows where noun, verb and participle grow.” – Dryden (1635).

In the teaching-learning of a language, grammar occupies an important place. It helps the teacher to master the language well. It is also of great help to the learners. The English word grammar has come from the Greek word 'grammar' meaning a 'LETTER.' In classical Greek and the Latin word 'grammar' is referred to the general study of literature and language. From the 17th century onwards two meanings have been compared with each other in English. In 1605 Francis Bacon wrote concerning speech and words", the consideration of them produced the science of grammar ' while in 1637 Ben Johnson writes, " the grammar is the art of true and well speaking language." Then Bacon has told that 'grammar' is a science, a study of set of phenomena; but for Johnson, grammar is an art, the skill or technique of speaking well. Then L. Murray has written about grammar in 1824 English grammar is the art of speaking and writing the English language with propriety.'

Present Position of Teaching English Grammar in the School

The present position of grammar in the schools is rather very pitiable. Mostly grammar is taught or learnt just for the sake of grammar. Very few people learn it for the sake of language. In the time table, there is separate period for grammar work. Everybody looks upon grammar from examination point of view. The target of everybody is getting more marks in the portion of grammar contained in the question paper. Nobody takes it as a helping hand for the importance of language.

Further it is seen that separate grammar books are prescribed for the different classes from the beginning. Thus almost every student studies grammar of the language in each class. The emphasis is more on learning the definitions. The learners cram the material and then

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they reproduce it in the examination. They least worry about the real utility of the language. First and foremost, it must be remembered that grammar is not a separate subject; it is not a separate division of English work. If it is so marked in the syllabus or timetable, it is for our convenience. It is an essential part of the English course, but not separate subject. It helps us to get the “feel” of the language. Many of us try and dispense with it altogether. But it must be taught mainly for the sake of composition and reading. Grammar is a study of the language as we hear it; the study of the behavior of words, word-groups and changes in meaning of words.

Objectives of the Study

The following are the objectives of the study

1. To study the position of Teaching of English Grammar in rural secondary schools.

Methodology Adopted for the study

Sl.No	Objective	Source Data	of	Sample	Tools Used For Collecting Data	Statistical Technique Used For Analysis
1	To study the position of Teaching English Grammar in rural secondary schools.	English teachers of working rural secondary school Shikaripur taluk	in	35 Secondary School English Subject Teaching Teachers of Shikaripura Taluk	Interview questions prepared by the researcher	Data was analysed descriptively

Statistical Techniques Used for Analysis of the Data

The researcher has used the following statistical technique for the analysis of the data. The data collected for objective was analysed by calculating the frequencies and converting them into percentages. Further, the data was analysed descriptively.

Analysis of Data

Objective : To study the position of Teaching English Grammar in rural secondary schools.

To study the position of Teaching English Grammar in rural secondary schools the researcher collected the data in the format of opinions of the teachers teaching English subject in rural secondary schools. The researcher has conducted an interview to 35 secondary school teachers of Shikaripur taluk. The interview schedule consists of 26

questions. On the basis of the responses of the teachers to the questions of interview they were classified into three main categories for the purpose of analyses. They are as follows:

1. Importance of Grammar learning at secondary school level.

Teachers Responses towards Importance of Grammar Learning at Secondary School Level.

Sl. No	Questions	Responses of the teachers	Frequency of responses (35)	%
1	According to you what is grammar?	i) Science of a language	14	40
		ii) Necessary part of language	1	2.28
		iii) Systematic study of a language	9	25.71
		iv) It is a body of language	4	11.42
		v) It is an empirical study of a language	7	20
2	Is it necessary to teach and learn grammar at secondary school level?	i) Yes	34	97.14
		ii) No	1	2.82
3	Why do we need to teach and learn grammar at secondary school level?	i) to learn basic structures of language	6	17.14
		ii) to learn better composition in language	5	14.28
		iii) to improve the English language proficiency	9	25.71
		iv) to use correct language in writing and speaking	7	20
		v) to improve better communication	4	11.42
		vi) to avoid mistakes	4	11.42
4	Do you like teaching grammar?	i) Yes	34	97.14
		ii) No	1	2.82
5	Do you think grammar plays an important role in learning of English language?	i) Yes	28	80
		ii) No	7	20
6	What type of grammar components are you teaching in secondary school?	i) Parts of Speech	10	28.57
		ii) Tenses	10	28.57
		iii) Degrees of Comparison	2	5.71
		iv) Active & Passive Voice	9	25.71
		v) Direct & Indirect Speech	9	25.71
		vi) Figures of Speech	2	5.71
		vii) all the above	25	71.42

7	Is it necessary to teach English grammar separately?	i) Yes	25	71.42
		ii) No	10	28.57
8	Does learning grammar help the students listening, speaking, reading and writing skills?	i) Yes	27	77.14
		ii) No	8	22.85
9	Do you think that learning grammar is important to get proficiency in English language? a) If yes. Why? b) If No. why?	Yes it is because i) The students easily identify their mistakes in using the language.	24	68.57
		ii) to write the answer with their own without making any grammatical error.	4	11.42
		iii) to develop independent writing skill	4	11.42
		iv) to write essay, letter writing, paragraph writing, and own composition grammar is necessary.	3	8.57
10	Do you believe role of grammar in language is as an equal pillar in supporting language proficiency?	i) Yes	28	80
		ii) No	7	20

- 40 percent of English teachers expressed that grammar is the science of language. 25.71 percent of teachers expressed that grammar is systematic study of a language. 11.42 percent of teachers answered that grammar is a body of a language. 20 percent of teachers said that grammar is a necessary part of language.
- 97.14 percent of teachers expressed that teaching and learning of grammar is necessary at secondary school level, they felt that grammar is the back bone for learning a language. Without any grammatical knowledge the students cannot write a letter or essay with meaningfully. They even cannot identify where they are committing mistake. But 2.82 percent of teachers expressed that teaching and learning grammar is not necessary to learn a language, as they feel that grammar may hinder the learning of language.
- 97.14 percent of teachers expressed that they are interested in teaching grammar classes, but 2.82 percent of English teachers are not interested in teaching grammar, as there is no previous learning or knowledge among the students about grammar. It becomes very difficult whether to concentrate on present prescribed grammar teaching or to teach basic grammar.

4. 80 percent of teachers expressed that grammar plays an important role in learning English language, but 20 percent of teachers viewed that grammar does not play an important role in learning English language.
5. 71.42 percent of teachers expressed that they are teaching parts of speech, tenses, degree of comparison, active & passive voices, reported speech, and figures of speech in regular periods.
6. 71.42 percent of teachers expressed that they need separate grammar classes to teach at secondary school level, because in regular classes they concentrate only on the subject part (like teaching of prose and poem) as they are busy with their timetable to complete the syllabus. That is why they were interested to take a separate grammar classes where they can concentrate to improve grammatical knowledge of the students. 28.57 percent of teachers have not shown interest to teach English grammar separately.
7. 77.14 percent of English teachers expressed that learning grammar helps the students in developing their Listening, Speaking, Reading, and Writing skills, to improve their proficiency in English language learning, grammar is a supporting pillar to improve the proficiency of language learning.

Overall, the views of English teachers regarding the importance of grammar, and its necessity to teach and learn grammar at secondary school level seems to be positive.

2. Ways and methods to teach Grammar

Teachers Responses towards Ways and Methods to Teach English Grammar

Sl. No	Questions	Responses of the teachers	Frequency of responses(35)	%
1	How have you been taught grammar in high school?	i) Formal method of grammar teaching	11	31.42
		ii) Functional method of grammar teaching	10	28.57
		iii)Both formal and Functional method	14	40
2	Which method do you follow to teach grammar components?	i) Deductive Approach	18	51.42
		ii) Inductive Approach	7	20
		iii) Situational Method	2	5.71
		iv) by using Substitution Method	3	8.57
		v) Play way method	5	14.28
3	How do students respond in learning of grammar?	i) Active participation	8	22.85
		ii) Passive participation	27	77.14
4	How do you handle	i) I will take separate	8	22.85

	the slow learners while teaching grammar?	grammar classes for the students.		
		ii) by giving enough exercises	7	20
		iii) I use translation method	20	57.14
		i) by teaching functional grammar	5	14.28
5	What activities do you conduct to teach difficult grammar items?	ii) by using play way method	4	11.42
		iii) using some special teaching aids	6	17.14
		iv) by using drill work	15	42.85
		v) giving more illustrations	5	14.28
6	Do the students show interest in learning grammar?	i) Yes	15	42.85
		ii) No	20	57.14
		i) Drill work	6	17.14
7	What are the practical exercises you suggest in learning English grammar?	ii) Enough handouts	5	14.28
		iii) by giving many examples	15	42.85
		iv) by giving Project work	5	14.28
		v) by giving home assignment	4	11.42
		i) Inductive Approach	7	20
8	Which is best technique for teaching grammar at high school level?	ii) Deductive Approach	15	42.85
		iii) Situational Approach	3	8.71
		iv) Translation method	8	22.85
		v) Functional Grammar method	2	5.71
		Yes, it is		
9	Do you think learning rules is necessary in grammar learning?	i) to improve the better composition	20	57.14
	a) If yes. Why?	iii) to improve the basic structure of language	7	20
	b) If No. why?	No, it is Memorization and more drill work which make them a good language learner	8	22.85

Presents the English teachers opinion relating to ways and methods to teach grammar at secondary school level.

1. 40 percent of teachers expressed that they are using both formal and functional grammar method to teach grammar components. 31.42 percent of teachers answered that they were using formal grammar method of teaching, 28.57 percent of teachers using formal and functional grammar of teaching. Most of teachers believe that there is a problem in formal grammar that is rules and definitions are not always accurate especially in English. For example we form the past tenses by adding “ed”. If this rule holds true, how the same shall account for things like: go, went; dream, dreamt; read,

read; speak, spoke. That is why using functional grammar is a best method to teach grammar.

2. 51.42 percent of teachers expressed positive opinion of using deductive approach of teaching grammar, because they feel that the deductive approach is the easy and best approach. The students easily grasp the components of grammar by using deductive approach. Other teachers used inductive approach, situational approach, and play way method for teaching grammar components.
3. 77.14 percent of teachers expressed that students do not actively participate in grammar classes, because the teachers feel that lack of basic knowledge about grammar at the primary level makes it difficult at secondary school level. Only 22.85 percent of teachers expressed that the students show active participation in grammar classes.
4. For easy understanding of grammar to students 57.14 percent of teachers used translation method, because the teachers expressed that specially in rural areas the students are very much influenced by their mother tongue, so grammar translation method is best method to teach grammar. Only 22.85 percent of teachers are interested to take separate grammar classes. 20 percent of teachers expressed that they handle the students by giving more exercises in grammar.
5. 42.85 percent of teachers used drill work, more practice by giving more examples. 14.28 percent of teachers were giving illustrations and using functional approach for better comprehension of grammatical content.
6. 57.14 percent of teachers viewed that students do not show interest in learning grammar, similarly 42.85 percent teachers expressed that the students show their interest in learning grammar.
7. 42.85 percent of teachers expressed that they used more examples to learn grammar components. Other than that 17.14, 14.28, 11.42 percent of teachers used project work, drill work, and giving more practical examples especially to learn English grammar.

Overall the views of English teachers regarding ways and methods to teach grammar at secondary school level opinion that use of deductive and translation methods are best way to teaching English grammar at rural secondary school level.

3. Factors affecting learning of English grammar

Teachers Responses towards the Factors Affecting Learning of English Grammar

Sl. No	Questions	Responses of the teachers	Frequency of responses (35)	%
1	Is Government providing any special training to English teachers to improve the teaching of grammar in secondary schools?	i) Yes	35	100
		ii) No	0	0
2	What steps you follow to evaluate the grammar competency of the students?	i) Unit test	16	45.71
		ii) Quiz	1	2.82
		iii) Giving assignment on particular grammar topic	9	25.71
		iv) Question and answer technique	9	25.71
3	How do you correct student errors of form which interfere with their communication?	i) By creating situational approach	4	11.42
		ii) While communicating with the students	19	54.28
		iii) Creating situation like drama, one act play etc	12	34.28
4	How do you give the Comparison and contrast of individual structures while teaching grammar?	i) By using structural approach	22	65.85
		ii) Showing difference between 2 structures and rules with proper examples	6	17.14
		iii) By giving illustrations	7	20
		i) Hesitation to use it properly	5	14.28
		ii) Lacking of proper guidance	3	8.71
		iii) Lacking of basic information about grammar at primary stage	2	5.71
5	Why our students find it difficult to transfer their grammatical knowledge into communicative language use?	iv) Lacking of support and encouragement from the parents as well as teachers	3	8.71
		v) Influence and interference of mother tongue	3	8.71
		vi) all the above reasons	19	54.28
		i) Lacking of natural approach in grammar teaching	5	14.29
		ii) There is no separate grammar class in school timetable	3	8.57
		iii) Students just concentrate over content of the subject not for grammar.	13	37.14
6	Why our students find difficult to improve the accuracy of their grammatical language?	iv) Lacking of parents support	2	5.71
		v) Grammar teaching is only for examination purpose	12	34.28
		i) Lacking of sound knowledge about grammar	8	22.85
7	Why teachers find it difficult to correct			

student errors of grammar within a written and spoken communicative context?	ii) No separate grammar syllabus at school level.	15	42.85
	iii) Lacking of proper training programmes specially in grammar	12	34.28

Presents the English teachers interview responses related to factors affecting learning of English grammar.

1. All the English teachers that they are getting 7 days special training from British Council communicating class training organized by the DSERT. The aim of training course is to make the English teachers actively participate in teaching learning of English language as well as use innovative techniques in language teaching.
2. 45.71 percent of teachers expressed that they evaluate the grammar competency of the students by using unit test, and 25.71 percent of teachers use the technique of used home assignment and project work.
3. 54.28 percent of teachers expressed that they correct the grammatical mistakes or errors made by the students by using communicative approach, 34.28 percent of teachers expressed that they try to improve the correct usage of grammar by using dramatics, creating situations, and plays.
4. 54.28 percent of teachers gave opinion that there is a lacking of proper guidance, hesitation to use it properly, and lacking of support and encouragement by the parents as well as teachers, which make them very difficult transfer their grammatical knowledge into communicative language.
5. 37.14 percent of English teachers expressed their view that the students find it difficult to improve the accuracy because students just concentrate over the content of the subject and not for grammar usage. More importantly 34.28 percent of English teachers expressed that they teach grammar at secondary school level only for examination purpose, which make them difficult to improve the accuracy of the grammatical knowledge. 14.28 percent of teachers believe that there is no natural or homely atmosphere in grammar teaching which hinders to improve their grammatical knowledge.
6. 42.85 percent of English teachers expressed their views that Government has not mentioned a separate grammar syllabus at secondary school level. Which makes that teacher find difficult to correct students errors in grammar within written and spoken

communication context. 34.28 percent of teacher expressed that Government is not giving proper training programme especially in grammar. This may be one the reasons for it.

The present position of grammar in schools is rather very pitiable. Mostly grammar is taught or learnt just for the sake of grammar. Very few people learn it for the sake of language. Everybody looks upon grammar from examination point of view. Nobody takes it as a helping hand for the improvement of English language learning.

Conclusion

In the view of studying the objective that is to study the position of English grammar learning among the rural secondary school learners has revealed that English language teachers agree that teaching of grammar is backbone for learning a language, and they are interested in teaching grammar classes separately as it plays an important role in learning English language, and they also expressed that many of the parts of speech pertaining to English grammar are taught by them in separate classes. They also revealed that translation method was used by them in teaching this. The teachers have been provided training by organization like DSERT etc., which has helped them to improve their skills of teaching grammar.

But majority of the English teachers expressed that it becomes very difficult to enable the students to acquire the knowledge of English grammar by the students, as these students are resistant and have non-English speaking back ground. Hence teaching of grammar has become more examination oriented than performance.

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