Grammar Based Activities Can Enhance the Language Learning Abilities Effectively - In the Language Laboratory

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Abstract:
This paper targets to bring out the importance of teaching grammar based on the activities through Communicative Language in the Language Laboratories. Now-a-days, teaching English language accepts many changes and challenges even from the traditional methods to the learner-centric method. All the methods become helpful to the students in the classrooms and language laboratories to enhance their knowledge in English language. Grammar boosts the knowledge of the students in English Language who are appearing for the on-campus and off-campus recruitments by many MNCs. This paper describes the students’ enthusiasm in the learning process of English Grammar when the teaching methodology becomes flexible and involves them as the active participants. In that method, the teachers can concentrate in using the different electrical, non-electrical gadgets like smart phones, tabs which have the Camera, Video recording and Voice recording features. It is a fact that they have become the important part of the students’ daily life as well. Therefore, instead of asking the students not to bring the gadgets to the classroom, it is better to make their gadgets use in the learning process that really makes them being interested. In this paper, it is focused that how these above mentioned gadgets works effectively in the language labs where every student’s performance is examined and evaluated carefully.

Keywords: Language Lab, classroom, grammar, technical-non technical gadgets, teaching technique.

I. INTRODUCTION:
Language laboratory is nothing but a collection of some e-market sources of all the language learning sources through which every learner is assisted to enhance their language skills. Different methods are incorporated and invented in the language lab based on the learning abilities of the different student participants. As it is a language lab, it demands activity-based teaching and learning in which the learner participates enthusiastically and interestingly. As far as concerned teachers’ experience with the lab, activity-based process of teaching leads to have the students’ involvement successfully, but it cannot make them attain the knowledge of grammar thoroughly which is essential in their competitive examinations and their various fields. For teaching English grammar, many experiments on the language have been done and accepted by a majority of the language trainers and teachers in the labs. All the accepted methods often yield us some different expected outcomes of the students. Noticing all the requirements, interests, abilities of the students in learning the language, a few techniques have been applied to the enhancement of the students’ knowledge in grammar. The language teachers can make their students to be so interested and flexible in learning grammar through oral and written communication as one of the processes. Another experiment/process can also be done by using the electronic gadgets which are available with special features and all the facilitators of English might have known about the video-recording which will help the students for their enhancement in English communication skills. In this modern technical world, students may bring many gadgets in which they rejoice the use of them. The technical students are habituated to carry the above-mentioned gadgets which will indirectly help them to enhance their communicative language. As every technical student brings smart phones and tabs which have camera and voice recording features, they have to be used for the development of the students’ knowledge in Grammar through communicative language in the labs. The language teachers should work hard to make the students’ work get corrected after the participation by the students. This video recording gives them encouragement as well as confidence to participate in the activities conducted by the teachers in the Language Labs. Teachers can teach many grammar topics like tenses, voice, speech, degrees of comparison etc., in the language lab.

Teaching Grammar through activities language lab and classroom:
Teaching Grammar through activities in the communicative language laboratory is not at all an easy task to an interested teacher. The teacher has to be a vigilant, careful of the performance, behavior, interest, and need of the students, the enthusiastic participants in the lab. Noticing the importance of all the above mentioned areas of the students, every language teacher should plan for teaching grammar. As the language lab facilitates a limited number, 30 students, it will be somehow flexible to the teacher to observe and identify the errors in the students’ performance in the labs. The teacher has to give an opportunity to all the students to enrich their language practically without committing grammatical errors. Every grammatical concept has a scope to be taught by the teacher using the different techniques in the language lab.

Let’s consider teaching degrees of comparison as an example.
Certain techniques can be followed in this regard which help both the teacher and the student to work on with ease and comfort.

Technique–I: Here, the teacher has to explain the importance, formation and functioning of the adjectives, different degrees of the adjectives like positive, comparative and superlative. He
should gradually draw the attention of his students by giving them some adjectives which will be suitable to the situation and to the students (or) class related. He has to tell some adjectives which are suitable to the situation and to the students or class for which he will gradually draw the attention of the students towards the class. The adjectives told in the situation should be an appreciation, greatness, appearance of the students otherwise they may not pay their attention towards learning the concept.

Technique - II: The teacher should introduce the structures for positive, comparative and superlative degrees. After drilling them the structures, he must describe a few students using some adjectives to which the students pay their interest.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical</td>
<td>more historical</td>
<td>most historical</td>
</tr>
<tr>
<td>Popular</td>
<td>more popular</td>
<td>most popular</td>
</tr>
<tr>
<td>Significant</td>
<td>more significant</td>
<td>most significant</td>
</tr>
<tr>
<td>Independent</td>
<td>more independent</td>
<td>most independent</td>
</tr>
<tr>
<td>Careful</td>
<td>more careful</td>
<td>most careful</td>
</tr>
<tr>
<td>Difficult</td>
<td>more difficult</td>
<td>most difficult</td>
</tr>
<tr>
<td>Industrious</td>
<td>more industrious</td>
<td>most industrious</td>
</tr>
<tr>
<td>Courageous</td>
<td>more courageous</td>
<td>most courageous</td>
</tr>
<tr>
<td>Clever</td>
<td>cleverer</td>
<td>cleverest</td>
</tr>
<tr>
<td>Great</td>
<td>greater</td>
<td>greatest</td>
</tr>
<tr>
<td>Kind</td>
<td>kinder</td>
<td>kindest</td>
</tr>
<tr>
<td>Merry</td>
<td>merrier</td>
<td>merriest</td>
</tr>
<tr>
<td>Outstanding</td>
<td>more outstanding</td>
<td>most outstanding</td>
</tr>
<tr>
<td>Sensitive</td>
<td>more sensitive</td>
<td>most sensitive</td>
</tr>
<tr>
<td>Aggressive</td>
<td>more aggressive</td>
<td>most aggressive</td>
</tr>
</tbody>
</table>

Model-I: No other (noun) is as (positive adjective) as (noun).
(Noun) is (comparative adjective) than any other/all other (noun).
(Noun) is the (superlative adjective) of all the (noun).
Eg: No other student is as brilliant as Surya in our class.

Model-II: Very few (plural noun) are as (positive adjective) as noun.
(Noun) are (comparative adjective) most other (noun).
(Noun) is one of the (superlative adjective) (plural noun).
Eg: Very few birds are as charming as the peacock in our country.

Model-III: Some of the (noun) are as (positive adjective) as (noun).
(Noun) is (comparative adjective) than many other (plural noun)
(Noun) is not the (superlative adjective) of all the (plural noun)
Eg: Some of the boys are as industrious as Suresh in our class.

Model-IV: Noun is as (positive adjective) as (noun).
Noun is not (comparative adjective) than (noun).
Eg: Prasanna is as strong as Raveena.

After explaining the structures, the teacher has to ask the students to talk on something using the different adjectives related to the interested areas of them like games and sports, movies, friends and their other family members. It helps the
students to show their interest in contributing some sentences orally to make themselves remember the structures.

**Technique-III:** This is the important stage to the teacher rather than the students because he needs to monitor and motivate all the participants to talk about their classmates, parents, friends, favorite stars, leaders, scientists and public personalities using all the different forms of the adjectives by taking 3 minutes time. The student should see that there should not be any errors in his sentences (interchanging adjectives) and this participation must be recorded with a smart / android mobile by another student who will take his next turn to participate. We should record his participation standing nearby him but not from much distance to have clear recording to which we get both audio and video. Then, the student participant should be given his mobile with his recorded performance. He has to go through once again to check whether he has used and followed the given instructions regarding the primary usage of the degrees of comparison or not. The participated student should write the sentences which have already been used when he performed by going through the recorded video which is his impressive proof. After writing the sentences, student has to approach his language teacher who corrects the sentences and gives the needed explanation to the student. Simultaneously, this process of working should go on at a time in the language lab. Unless a student finds enough time to go through his recorded video, it will be better to ask him to come in the next time writing the sentences. The students deliberately show their enthusiasm to perform and do the work because their recorded video makes them to be impressed by their own performance. There would be a chance to watch the video for many a times as it is their own performance and they may feel as if they were the great orators. In this way, we can make the students perform well and give them the careful explanation individually. By this process of learning, the students will acquire good knowledge in grammar which will help them to enhance their communication skills and also to be recruited in the interviews. Likewise, we can teach grammar through various altered methods and one amongst to be applied is the process of making the students to learn the grammar through writing.

**Let’s take teaching Tenses and Conjunctions as an example.**

**Teaching Tenses and Conjunctions through written Communication:**

Not only oral communication but also written communication will help the student to develop their grammatical knowledge. As Francis Bacon says “Reading makes a full man; conference makes a ready man, writing makes an exact man”, we understand that how this written communication plays its role in building our knowledge.Grammatical knowledge boosts writing skills where as writing keeps on making us in touch with knowledge of grammar. In this learning process, the language teacher should spend much time to evaluate the errors in a paragraph which is asked to be written using the targeted tense, i.e., either of the present, past, future tense, along with the conjunctions. Teaching tenses and conjunctions also takes some techniques to be implemented towards the successful outcome based result.

**Technique-I:** The language teacher should explain any of the tenses because if the teacher teaches all the tenses it will be an unreduced burden that cannot lead us towards the success of learning grammar. First, teacher should teach the use of tense to the students along with structures of its forms, i.e., simple, continuous, perfect and perfect continuous. A few examples should be delivered by the teacher using all the tenses. The students will also contribute some examples on their own for being confident of themselves.

**Technique-II:** All the frequently used coordinating (or) subordinating conjunctions should be introduced to the students along with its usage, role and function. The frequently used coordinating conjunctions are: like, but, so, therefore, and, not only-but also, neither – nor, either- or, for, otherwise, lest and so on. Some subordinating conjunctions are: as, if, though, unless, because, until, when, where, who and so on. After giving them the list of frequently used conjunctions, teacher uses them in his own sentences, which will be appropriate to the taken situation, and he should expect some sentences from the students to build only the confident levels of the students.

**Technique-III:** The teacher should divide the participants into some group which consists of only 6 members and they must be asked to take a sheet of white paper on which they have to write sentences on the given topic. Each person in the group will take three turns to write three sentences individually. After writing a sentence, everyone should fold the paper to make his/her sentence invisible to the next participant who starts writing his/her sentence with any one of the conjunctions. When the participants finish their three rounds, they can stop writing and all of them should read the written sentences and check whether there is an order to find those sentences have its logical sense and give a meaningful paragraph or not. Certainly, there is no chance to get a meaningful paragraph. All the group mates will discuss the arrangement of the sentences into a paragraph. While the discussion goes on, the teacher can help them by giving the needed explanation. They may arrange the sentences into a meaningful paragraph after the discussion. The teacher should look into the paragraphs submitted by the groups. The submitted paragraph should be evaluated by the teacher who concentrates on the usage of tenses and conjunctions. Re-teaching of these two topics may be done while the evaluation goes on. Ultimately the students will be benefitted in the following areas.

1. Students will grasp the knowledge of targeted tense.
2. They may know the usage of the conjunctions effectively.
3. They may know how to write a paragraph.
4. They may know how to organize a paragraph.
5. They can get command over the introduced grammar as they have already drilled the topics orally and written mode of communication.

**II. CONCLUSION**

The above followed and suggested methods in this paper are implemented successfully in our classrooms and language laboratory during the sessions and we have got such a fruitful result beyond our expectations which is not an exaggeration to mention. Hence, we can confidently suggest that in order to get succeeded over applying the two above mentioned methods, the facilitator has to pay much attention to conduct various activities and must find much time to evaluate the performance of his/ her students. In turn, the cooperation should be extended to him from the students too. The language learners can also express their acceptance and willingness with much interest towards learning grammar if the session contains any activity based teaching method.
III. REFERENCES:


