

## TECHNIQUES OF TEACHING ENGLISH GRAMMAR FOR TECHNICAL STUDENTS IN RURAL ENGINEERING COLLEGES

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### ABSTRACT

This paper is about techniques of teaching English grammar for technical students in rural engineering colleges. Teaching grammar is nothing new in the field of English language teaching. Learning grammar is also an important component to improve the communication skills. It explains how struggle some it is to teach English grammar for the technical students. To create interest among the students, we use some techniques to teach grammar very easily. Rural Engineering learners still lagging in using the language without any grammatical errors despite their seventeen years of learning grammar. Even though they are not confident users of the language, they do not show any interest on learning grammar because it is the overconfidence of the students and a few feel it is embarrassing being engineering students. Here, we practically apply some techniques which bring amazing results in our students.

**KEYWORDS:** Techniques of Teaching English Grammar, Component, Communication Skills, Struggle Some, Grammatical Errors, Amazing Results

### INTRODUCTION

#### Traditional Methods of Teaching Grammar

Teachers teach English grammar at different stages like school, college by adopting various old traditional methods like grammar translation, structural approach and inductive method. After applying all these methods practically to teach grammar for our students, there have been no great outcome from the students especially technical students are not able to use grammar confidently. So, we introduce a few innovative techniques in the following description.

Grammar should be taught incidentally. It is learnt by the people unconsciously by imitation and drill. Every lesson in English should be taught through the medium of English. Intensive drill in the reader should be used to enable the students acquire the necessary ability to repetition. Sufficient practice should be provided to the pupils to make the patterns as automatic habits. In the beginning stage, rules must be taught very sparingly as the pupils are not mature enough by then. It is not possible for an average student to remember the numerous isolated bits of English taught at school under grammar. The formal study of grammar should commence only after the student has acquired an elementary command of the language. Therefore no formal teaching of grammar should be attempted at the early stage. Only after they have acquired language habits, practice should be given in the laws of grammar. If at all grammar is taught, it should be taught only when the pupil reaches the higher classes. Grammar is best taught by the inductive method of teaching. The mistakes committed by the students in their speech and writing should be carefully noted and this should be used for corrective teaching afterwards.

## THE ROLE OF ENGLISH TEACHER IN ENGINEERING COLLEGES

Another important issue, we focused in this paper how important learning grammar in the competitive examination point of view. Responsibility of English teacher is not only to improve the communication skills of the students but also prepare them for the campus recruitments. Students should concentrate on both communication skills and preparing themselves for the competitive English because students are getting tested not only in communication but also in verbal English and grammar in the written test. In the process of recruitment, they conduct written examination which contains questions of general English in objective mode. Problems with the students are multiple. One category of students gets failed in the written test, despite their command over oral communication skills. The other categories of students are competent enough to clear the written examination whereas they are very poor at spoken communication. With these multiple problems English teachers struggle a lot. English faculty became scapegoats for the failure of students in the campus recruitments despite their selfless efforts on the students. So, really it is a challenging task to teach communication skills as well as teaching competitive English for the English fraternity in engineering institutions. At this juncture with the collaboration of my colleagues find some innovative techniques to teach grammar which is important for both the enriching communication and competitive English.

## THE TWO INNOVATIVE TECHNIQUES TO TEACH ENGLISH GRAMMAR TO OUR STUDENTS

- Story narration with the names of electronic gadgets by using a particular tense
- Short film making by using different structures.

There are innumerable methods and techniques used to teach English grammar. The technique what we applied in our language classes is not completely new. But, it is an extension of the old method of teaching grammar. Story narration is really helpful for learning the grammar very effectively. We ask our students to narrate a story by using the names of the electronic gadgets because technical students most of the time they spend with electronic gadgets or with sports. As we identified this, we gradually motivate the students to write a very simple story in a particular tense by incorporating the names of electronic gadgets such as mobile, laptop, and computer. The parts of the computer like mouse, monitor, keyboard, hard disk, ram, internet, GB. As all these words are familiar to them, they come forward to write and narrate a story which enhances their competence in communication as well as competitive English. Surprisingly, students come forward with a story incorporating fun.

### ACTIVITY:-PRACTICE

The activity divided into different parts. First part contains introduction of a tense, its usage and structure.

**Example:** Past tense and its all related tenses

Second part contains the names of a few electronic gadgets opted by students.

**Example:** Computer, Monitor, CPU, Hard disk, Ram, and Keyboard.

Third part contains writing a story incorporating the names of gadgets and story narration later.

### COMPUTER IS STRENGTH

Once there were a few friends lived in a forest of computer like keyboard, monitor, CPU and mouse.

They were all quarrelling with each other all the time. Monitor said that it was greater than all other, the other also felt the same. One day internet called all the four and asked them to do a program one by one. First, monitor came and failed, next keyboard, CPU and mouse failed to do a program respectively. Then internet asked all the four to do the program together, all the four connected one to another and finally did the program. See, what happened! it was not possible for you alone but collectively you had done. This is what the integrity of computer is; with collective efforts everything is possible. Finally, they learned that the moral of the story is "computer is integrity".

After writing and narrating the story, students get familiar with the usage of a particular tense. In order to prepare them for competitive English, we take them to the language laboratory, where we installed software like EGU (English Grammar in Use). It consists of plenty of exercises on different grammar topics, students are really lazy to write exercises on the paper while the teacher writing on the board. But, with the help of the computer they can do exercises very quickly and without the help of a teacher they know the errors which they have done. By submitting their answer, the software indicates whether the answer is right or wrong. If it is wrong, explanation is also given. So, it saves time of the students. Students can do their work with ease.

Finally, when we teach anything, we must understand the interest of the learners. So instead of going to the class with the traditional methods; if we go with this technology integrated methods, we definitely will get successful results.

## **LEARNING GRAMMAR BY MAKING DOCUMENTARIES AND SHORT FILMS**

Technical students are really very much fascinated in using electronic gadgets especially for movie making and documentaries. If we ask them to use grammatical structures in the part of making a short film, they really will come forward to incorporate in it. So, learning grammar through movie making really helps the students to get a great command over on it.

### **Instructions**

- A group of students are assigned a task of short film making.
- An appropriate concept to be taken by the students.
- Necessary electronic gadgets to be arranged.
- According to the concept, script must be prepared.
- While writing the script, they must focus on a particular structure of a tense.
- Most probably they must opt the incidents that happened.

### **Example**

A group of students opt a concept like "drinking is injurious to health and spoil the student career" So, based on this concept, members of the team play different roles. One of them acts as a drunkard. He is addicted to drinking alcohol. The remaining team members counsel him to stop it. All must speak in English according to the script and dialogues they have prepared. The dialogues should be displayed at the bottom of the screen. With this task students are able to use all the related structures in English thoroughly. Therefore learning and teaching English grammar is very easy working with the technical gadgets.

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