

Revamping 'English Grammar' being taught at B.A in Translation Studies

By

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Needs analysis & the need for revamp

My overall observations on the students:

- Reluctance for 'learning'
- Found short of basics in English Grammar
- Not able to articulate themselves in writing & found incomprehensible
- Poor punctuation & spellings

Hence the need for revamping & restructuring 'English Grammar' being taught at BA Translation Studies

Learning Objectives

- To provide an overview of the basics of English Grammar
- To put in use the basic mechanics of Grammar
- To impart the grammatically correct structures of Grammar
- To enhance their written articulation

Students' learning outcomes

At the end of the course students will be able to:

- be familiar with basic sentence structures
- generate meaningful structures or sentences
- minimize grammatical errors in their writing
- fairly articulate their views and ideas

Essential Grammar: Imparting the nuts and bolts of English language (Semester-1)

1. “BE” forms
2. Articles
3. Prepositions
4. Question words
5. Question tags
6. Helping verbs

Grammar Plus: Scaffolding & Enriching the nuts and bolts English of language (Semester-2)

1. Tenses (Present, Past and Future)
2. Passive Voice
3. Conditionals
4. Prepositions
5. Phrasal Verbs
6. Collocations

Pedagogy

1. Making more 'student-centred classrooms
2. Less 'teacher talk time' more 'student talk time'
3. Structure Drills to get the form correct
4. Facilitating more pair work & group work
5. Task based activities for Internal Assessment (Ex: Topic sentences with 10 words to 20 words on given topics)

6. Providing more opportunities for self-expression in the classroom (Ex: Picture reading composition – oral & written putting in use the given structures)

7. Emphasizing on imparting productive skills with an eye for grammar (Ex: spotting errors & rewriting the texts)

8. Creating more opportunities for self-expression using mobile technologies

Study & Practice Material

- ***Essential English Grammar*** by Raymond Murphy, Cambridge University Publication (Semester-1)
- ***Intermediate English Grammar*** by Raymond Murphy, Cambridge University Publication (Semester-2)
- ***A Practical English Grammar: Structure Drills 1 & 2*** by A. J. Thomson & A. V. Martinet, Oxford University Publication
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Evaluation

- Conducting evaluation at random in the classroom itself
- Initiating weekly class tests
- Setting a good mix of questions in the tests
(MCQs/rewriting/blanks/matching etc.)

Providing Feedback

- Timely & constructive feedback
- Explaining & clarifying a typical mistake on the board
- Remedial practice exercises for improving accuracy & minimizing errors

Reflective Teaching Practices

- Keeping a dairy/journal to record teacher's reflections (for instance: what went well and what did not go well)
- Discussing the issues & challenges encountered in the classroom with peers in the department
- Inviting peers to observe our classes at least once in a semester to get constructive feedback

Any Questions?

Thank You!