

PREFACE

In the curricular structure introduced by this University for students of Post-Graduate degree programme, the opportunity to pursue Post-Graduate course in a subject is introduced by this University is equally available to all learners. Instead of being guided by any presumption about ability level, it would perhaps stand to reason if receptivity of a learner is judged in the course of the learning process. That would be entirely in keeping with the objectives of open education which does not believe in artificial differentiation. I am happy to note that the university has been recently accredited by National Assessment and Accreditation Council of India (NAAC) with grade “A”.

Keeping this in view, study materials of the Post-Graduate level in different subjects are being prepared on the basis of a well laid-out syllabus. The course structure combines the best elements in the approved syllabi of Central and State Universities in respective subjects. It has been so designed as to be upgradable with the addition of new information as well as results of fresh thinking and analysis.

The accepted methodology of distance education has been followed in the preparation of these study materials. Co-operation in every form of experienced scholars is indispensable for a work of this kind. We, therefore, owe an enormous debt of gratitude to everyone whose tireless efforts went into the writing, editing, and devising of a proper lay-out of the materials. Practically speaking, their role amounts to an involvement in ‘invisible teaching’. For, whoever makes use of these study materials would virtually derive the benefit of learning under their collective care without each being seen by the other.

The more a learner would seriously pursue these study materials the easier it will be for him or her to reach out to larger horizons of a subject. Care has also been taken to make the language lucid and presentation attractive so that they may be rated as quality self-learning materials. If anything remains still obscure or difficult to follow, arrangements are there to come to terms with them through the counselling sessions regularly available at the network of study centres set up the University.

Needless to add, a great deal of these efforts are still experiment—in fact, pioneering in certain areas. Naturally, there is every possibility of some lapse or deficiency here and there. However, these do admit of rectification and further improvement in due course. On the whole, therefore, these study materials are expected to evoke wider appreciation the more they receive serious attention of all concerned.

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Vice-Chancellor

Netaji Subhas Open University
POST GRADUATE DEGREE PROGRAMME
MA in English Language Teaching (PGEL)
Course Code : PGEL-9B (Elective Course)
Course Title : Applied Grammar : Teaching Linguistics in Schools

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**Netaji Subhas
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**PGEL-9B
ELECTIVE**

Course Code : PGEL-9B : (Elective Course)
Course Title : Applied Grammar: Teaching Linguistics in Schools

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PGEL 9B

Course Title: Applied Grammar: Teaching Linguistics in Schools

Unit 1 □ Grammar and Communication-1

Structure

- 1.1 Objectives
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- 1.4 Functions of Grammar Items
- 1.5 Grammatical Sentences
- 1.6 Spatial Relations
- 1.7 Change of Location
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 - 1.7.2 Over
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- 1.8 Summary
- 1.9 Review Questions
- 1.10 References and Reading List

1.1 Objectives

The unit enables learners to:

- (i) learn the language methodically,
- (ii) perform easily in complex situations,
- (iii) use language in different contexts correctly,
- (iv) maximize the ability to synchronize knowledge and skills.

1.2 Introduction to Style and Stylistics

Language is an important source through which purposeful communication takes place, and grammar is not disassociated from communication. In fact, the major pitfalls in

communication are avoided by the proper use of grammar. Grammar is not just a set of rules or structures but is essentially a set of strategies used to communicate effectively. According to Diane Larsen-Freeman, (*Teaching Languages: From Grammar to Grammaticing*) grammar should be perceived as the fifth skill of language. She calls “*grammaticing*” as “the ability to use the grammatical structures accurately and meaningfully to communicate effectively.” (p. 142-143)

1.3 Role of Grammar in Communication

Grammar is an important facet which plays a major role in conveying the intention of people correctly. Grammar and communication are analogous to each other. The functionality of grammar effects communication in various ways.

Intelligibility

Grammar pitches in coherence and conciseness. The subtle difference between grammatical and ungrammatical sentences is based on the correct usage of grammar. As Beverly points out, grammar “is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own rules of grammar” (2007, p.1). People who speak a language are able to communicate with each other because they know the grammar system and structure of that language.

1.4 Functions of Grammar Items

According to Azar (2007), the role of grammar is to “help students discover the nature of language, i.e., the language consists of predictable patterns that make what we say, read, hear, and write intelligibly” (p.3). The comprehension of English Language depends on not on the complexity of grammar but on writing grammatically correct sentences. The functions of grammar depend on the use of verbs, adverbs, adjectives, prepositions, punctuation, homonyms, homophones and heteronyms. The functions of some of the above grammar items are discussed below.

Punctuation:

The meaning of the two sentences is changed by putting a simple comma.

1st example: ‘Let’s eat Grandpa’ and ‘Let’s eat, Grandpa’.

Hang him not, leave him. (positive)

Hang him, not leave him. (negative)

A misplaced comma, changes the intended meaning of the sentences completely.

While introducing oneself or someone, the basic structures that are used are forms of 'be' in the present tense. For example, I am, he/she/it is, you (both singular and plural) are, they /we are, etc.

Introducing Self:

Good morning, I am Rithvik Sharma.

I am from Pune.

I work for Global Media Company, Hyderabad.

Introducing Others

Meet my friend, Ravi.

He is an entrepreneur.

He lives in Bengaluru.

1.5 Grammatical Sentences

Grammar is necessary in communication as it helps to frame acceptable sentences in any language.

Compare the following sentences:

I go usually to work by car.

I usually go to work by car.

Though the meaning is understood in the first sentence, the second sentence is an acceptable sentence, as it is grammatically correct.

Many people believe that English grammar is expedient and important only to educators, forgetting the point that grammar is the foundation of communication. Understanding grammar enables the learners to think logically and clearly. Knowing the rules of grammar helps the learner to be confident in using a language. Knowledge of grammar is essential for clear and effective communication. Grammar helps you not being misunderstood while expressing your ideas and viewpoint. The usage of proper grammatical structures stimulates Active Learning process.

Task 1

Look at the following passage which describes Pampore, a town in Kashmir:

Autumn in the Valley is tinged mauve from saffron blossoms. Every autumn, Pampore town, 13 kms south of Srinagar, turns into a carpet of purple from the thousands of fallen saffron blooms. Men, women and children, baskets in hand, brave the chilly mornings to pick the flowers. Kashmiri saffron is considered the best in the world. (The Hindu, Magazine, Framed Colour purple pg. 11, Nov.24, 2019)

Note how the appropriate use of tense and adjectives help in communicating the meaning accurately to the readers.

Task 2

Read the following example taken from a newspaper. The author has communicated clearly with the audience by using right adjectives and the correct tense.

Dylan Thomas, born last month more than a 100 years ago, is remembered more for his bohemian life than his poetry. But his metaphors are still magical and his dilemmas of negotiating a colonial predicament are still real, especially for Anglophonic Indian poets. (The Hindu, Magazine, Literary Review p. 7 The poet, the wandered, the young dog, Nov. 24, 2019)

Grammar is an essential component of a language. It improves fluency and helps the person to organize and express his/her ideas clearly without any difficulty. No language can be spoken or written without the grammatical component. It is not an end in itself but it is a means to an end.

Task 3

Read the following paragraph:

“Every hotel guest/lodging must take care of the things and room security and may not do the activity outside hotel function/lodging and if there are things destruction from the hotel/lodging every guest must change and the things owned by guest which are not saved to hotel taker/lodging there are lost things/ broken the settler of the hotel or lodging not responsible...”. The above paragraph gives an overall gist of the context and the global meaning. Nevertheless, the subject-verb agreement and the correct use tenses are missing. Thus the message is not communicated clearly and effectively.

Task 4

Study the following sentences:

Doctor accused of lying to fly is detained by the police

He is a former Mr. Vincent native....

She is Linda, plans to teach a course next summeron Indian Philosophy at Delhi University.

Now read the following sentences:

Doctor, who is accused of lying to fly, is detained by the police.

He is Mr. Vincent, who is a former native of Brazil.

She is Linda, who plans to teach a course on Indian Philosophy next summer at Delhi University.

The second set of sentences is clear in communicating the idea as they have the appropriate relative pronouns.

Knowledge of grammar rules help in developing learners' ability to think logically and clearly. A person with poor knowledge of grammar leaves a negative impression. Some believe that good grammar is a sign of intelligence and proper education. Grammar is a language component, which is indispensable to master the four language skills, viz, listening, speaking, reading and writing.

Examples:

1. She is a **fair** lady. She is **fair**.

In the first sentence, 'fair' means unbiased. In the second, 'fair' refers to complexion. This is the advantage of mastering vocabulary. It includes learning of homonyms, phrases and phrasal verbs, one word substitutes and correct spellings.

2. '**Vital**' and '**important**' are words, which are considered synonyms but they cannot often be used to convey related ideas:

- (i) The Police got important proofs to prove their stand.
- (ii) Brain is a vital organ which sends nerve impulses.

A remarkable feature of the English Language is the lexico-grammatical use of prepositions. Prepositions are often termed as the 'biggest small words' in English. Though they are generally short words, they are very important to convey meaning in a sentence. A misused preposition leads to ambiguity and miscommunication as can be seen in the following examples:

The girl is rolling in the grass.

You have to submit the assignment within a week's time.

However, when used correctly they provide the necessary link between the various parts of a sentence which allows the speaker/writer to speak/write more precisely.

Prepositions explain the temporal, spatial or logical relationship of the object to another word in the sentence or part of the sentence.

1.6 Spatial Relationships

When spatial relationships are expressed, an image for each type of relationship that exists between a person or thing is established or moves along with a reference point, usually another entity. It is this principle of prominence which helps to explain why it is natural to say that the ‘pen is on the table’, instead of ‘the table is under the pen.’ Usually, the non-native speakers are sometimes confused while using the prepositions ‘in’ and ‘on’ and ‘at’. There are different prepositions which explain the spatial relationships.

At: preposition determines the point in space.

eg: *Tom is at the cinema.*

Meenu is at the football match.

I met my old friend at the supermarket.

On: expresses the contact with a surface.

eg: *A mole on my right hand wrist.*

The baby is crawling on the floor.

The remote is on the table.

In: expresses containment.

e.g: *Scientists believe that there is a milky way in the space.*

Eifel tower is in Paris.

There is a beaver bird's nest in the garden.

Now, let us understand the meaning expressed by the above spatial prepositions.

‘At’ is used when the function is more specific than general. It is used when premises is implied. For instance, ‘**at the cinema**’ implies ‘in order to watch a film’ or when the speaker is not at the same location. In the sentence, ‘Tom is at the cinema’, the speaker cannot tell us the exact location of Tom. Tom may be in the queue outside the cinema, or inside watching the film.

In case, the speaker is outside the cinema and if somebody questions him where Tom is, the response would be location specific. Tom is in the cinema or he is inside.

‘On’ is used when the object is in contact with and is supported by a surface, horizontal or vertical. Eg: there is a book on the floor. There is a lizard on the wall.

These prepositions indicate place, time, reference or condition.

e.g: My son dropped me to college on his motorbike.

Larger vehicles used in transit which has a walkway, on the bus/train, on the plane or on board a ship.

eg: Few people suffer from sea sickness when they travel on ship for several days.

‘In’ is used when there is no walk way.

e.g: In a boat, in the car or in the helicopter.

However, when we refer to a train, we say in the second class compartment or in the pantry, which are visualized or conceptualized as containers.

If a vehicle is not in use, it may be considered as a container.

e.g: The children are playing in the abandoned truck.

‘In’ explains containment.

e.g: Strong security forces are deployed in Hyderabad.

Containment may refer to completeness or may be in part.

e.g: There are ten old coins in my purse.(Complete)

The man in pink shirt and blue jeans.(Incomplete)

Note: There is a lot of difference in meaning between ‘in the corner of a room’ and ‘at the corner of the street’. The first one denotes position whereas the second one tells us about place/condition.

1.7 Change of location

Change of location implies movement. Let us take the two words, ‘source’ and ‘location’, to represent the initial location and the goal or final location. The word ‘source’ is followed by the preposition ‘from’, while ‘location’ is often marked by ‘to’ in combination with ‘on’ to talk about a surface (onto) or ‘in’ for a container (into).

However, 'home' in 'go home' is an exception. It does not express the idea of final location or goal explicitly.

Note: The explicit encoding of location in the statement 'stay at home' against the inexplicit meaning from 'stay home'.

e.g: Let's stay home tonight.

What made you stay at home without working?

Look at the usage 'of' and 'out of'

I took the money out of my purse. Source

He ran out of the house.

I walk from the bus stop to college (From- source to goal)

The clock fell off the table onto the floor. (off: source; onto: goal)

The boy fell off the mountain into the water. (off: source; into: goal)

1.7.1 Across and Along (Path)

We went from the bus stop along street no. 5 to the stadium.

Both 'across' and 'along' express the meaning of a path. However, there is a slight difference between the two. While 'along' follows a horizontal axis, 'across' means crossing the axis or an open space, at an angle or from one side to another.

We walked along the banks of Godavari.

She walks across the fields to go home.

'Through' means moving from one point to another point and then out of it.

Ex: He rushed through the doorway.

It can also suggest two dimensional meaning

e.g: You can go through the park to reach the place quickly.

It can also be three dimensional, in terms of volume.

e.g: Children enjoyed watching the train pass through the tunnel.

e.g: Walk past the stadium and you will find the super market you are searching for.

'Past' is similar to 'along', but with respect to some fixed point.

Through can be an adjective, adverb or a preposition.

The other spatial prepositions used in various functional contexts include 'over', 'under', 'up' and 'down'.

1.7.2 Over

The preposition 'over' is used in different ways.

'Over' is used to talk about movement and position at a higher level than something else.

e.g: The beautiful bird flew over the lake.

An umbrella is used to protect both from sun and rain.

We ferried in a small boat over the lake to reach our cottage in Dal Lake.

Shall we go over the road and see if there is a stationery shop on the other side?

Buy a plastic cover and put over your computer, if you are worried about dust.

'Over' is also used to express 'period of time'.

What are your plans over this winter break?

'Over' is also used with numbers. It means 'more than' a particular number or limit

e.g: There were over two hundred people at the conference.

The hand luggage should not weigh over 10 kilos.

Rita could not participate in running as she was over the age limit.

'Over' is generally used to express a 'period of time'. It refers to the period from the beginning to ending or start to finish and not to any one moment during that time.

e.g: I arrived in the afternoon. (Correct)

I arrived over the afternoon. (Incorrect)

1.7.3 Under

It gives the meaning vertically below, but there is some intervening space. It is the opposite of 'over'. It functions with verbs of location and motion. The distance is reduced.

e.g: There is a blanket under the pillow.

The children sat on a bench under the tree.

I pushed the assignment under the door.

Note the difference of meaning between these two sentences.

e.g: He wears a T-shirt under his sweater.

He wears a sweater over his T-shirt.

'Above' and 'below' though similar to 'over' and 'under', but does not have absolute verticality as a requirement.

e.g: The castle is built above the town, below the castle there is a river.

1.7.4 Above and Below

‘Above’ and ‘below’ are similar to ‘over’ and ‘under’, but absolute verticality is not a Requirement The castle stands **above the town**.

Below the castle, there is a river.

‘Up’ and ‘down’ determine a higher or lower position respectively.

e.g: There is a cafeteria down the road. (movement through that position)

‘Up’ and ‘down’ are also used as adverb particles in phrasal verbs and prepositional phrases.

e.g: I will help you, if you take up the responsibility of leading the team.

They were trying to bring down the Government by withdrawing the support.

Thus, small change in the positioning or usage of a grammatical component brings in a lot of change in the meaning conveyed.

1.8 Summary

This Unit mainly focused on one facet of Functional Grammar. The other rims of it would be detailed in Unit II. In this Unit, it is explained that as the technological development is changing the world, people are tending towards using shortcuts in grammar, thereby becoming dependent on machines to produce grammatically correct sentences. They concentrate on only understanding part of language, but not on comprehension of it, which is leading to miscommunication and misunderstanding among people. To overcome this issue, learning grammar as a functional unit becomes advertent. So, this Unit unwraps a new scenario in the usage of functions rather than structures of grammar.

1.9 Review Questions

1. How does grammar help to perform language functions?
2. Explain the role of grammar in active learning of the language with examples.
3. How important is punctuation in sentences? Elucidate.
4. Write a note on the use of the following vocabulary items in communication:
 - a. synonyms and antonyms
 - b. phrases
 - c. homonyms

5. How many kinds of prepositions do we use? Explain by giving two examples for each.
6. Match the Language functions with the Language forms/ Grammar items from the following:

a. Expressing needs and likes	1. Present continuous, adverbs
b. Describing people, places, things	2. Indirect/direct objects, subject/verb Agreement, pronouns.
c. Describing actions	3. Nouns, pronouns, adjectives
d. Retelling past events	4. Future tenses (going to, will), conditional
e. Making predictions	5. Past tense, perfect tense (present and past)
7. Do you agree with the following statement? Justify.
 - a. Proper grammar is necessary for readability, communication and clarity.
 - b. An investment in grammar is an investment in yourself. Using proper grammar in your writing will gain you respect and credibility.
8. Mention the preposition from the following sentences:
 - a. The earth I'm walking upon does not recognize me.
 - b. In addition to his car, he has a jeep.
 - c. Your mark is below average.
 - d. Nobody came to the party except Shyam and Lily.
 - e. Besides, it is still early for me.
9. Give examples for the following preposition indicating change of location denoting:
 - a) to: indicating a destination or direction,
 - b) towards: in the direction of someone or something,
 - c) through: movement from one side to another,
 - d) into: movement that enters a space, usually with a verb that expresses movement,
 - e) over: movement at a higher level than something else.

10. Define the prepositions in the following sentences:

a) We walked along the river.

The cars were parked along the all along the road.

b) We are going to have a picnic in the garden.

Put the pen in the cabinet.

1.10 References and Reading List

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Unit 2 □ Grammar and Communication-2

Structure

1.1 Objectives

1.2 Introduction

2.3 How are Grammar and Communication Linked?

2.4 Nouns

2.5 Pronouns

2.6 Verbs

2.6.1 Condition Verbs

2.6.2 Regular Verbs

2.6.3 Irregular Verbs

2.6.4 Phrasal Verbs (Grammatical unit)

2.7 Tense

2.8 Prepositions

2.8.1 Prepositional phrases

2.9 Affixes

2.9.1 Prefixes

2.9.2 Suffixes

2.9.3 Noun Suffixes

2.9.4 Adjective Suffixes

2.9.5 Verb Suffixes

2.10 Sentence, Clause and Phrase

2.11 Summary

2.12 Review Questions

2.13 References

2.14 Reading list

4.1 Objectives

The unit intends to enable learners to develop the ability to:

- understand the importance of grammatical function,
- use grammar appropriately,
- construct functionally correct oral and written sentences,
- use prepositions contextually and appropriately,
- improve their language skills.

4.2 Introduction

In this unit, the learners will learn about the role of grammar in communication. The grammatical units in any sentence are related to the content of that particular sentence. These two aspects are inseparably connected. Grammatical elements of a language provide a unity of content, expression, a unity of form and meaning.

2.3 How are Grammar and Communication linked?

The following sets of examples explain the relative dependency of grammar and communication:

1. (a) Friend 1: Ravi, the door is not closed.
(b) Friend 2: Oh, sorry.
2. (a) Colleague: Ravi, would you close the door?
(b) Colleague: Sure.
3. (a) Boss: Ravi, shut the door.
(b) Subordinate: Yes, Sir

The above examples direct the listener to close the door. However, while sentence 1 (a) is an example of a declarative sentence, sentence 2 (a) is an interrogative sentence and sentence 3 (a) is an imperative one.

Grammar is not only related to the content and expression but also related to the different language items in the sentences. The different units of language are orderly

arranged in sentences. If their order is changed, the meaning also changes, thereby modifying the meaning of the sentence.

e.g. Sarala looks pretty.

If the adverb 'really' is placed after the subject, the grammatical function of the adverb changes to 'subject adjunct'.

Sarala really looks lovely.

Hence, the position of grammatical structures in terms of nouns, pronouns, verbs, phrasal verbs, prefixes, suffixes, prepositions, root words, clauses, phrases, idioms and use of identical words would function differently if their sequential arrangement is altered.

2.4 Nouns

a) Proper Nouns

'Nouns are naming words.' The words describing specific names of people are called Proper Nouns.

e.g. Rani, Uganda, Copier, Orange County etc.

b) Common Nouns

The words which are used to identify a person or thing in a general way are called Common Nouns:

e.g. Man, Keys, Boy, Girl	(by gender)
Baby, Child, Youth	(by age)
Pharmacist, Mechanic, Director	(by occupation)
Fans of cine heroes/heroines, Reader, Navigator	(by interests)

c) Collective Nouns

The words which tell about a collection of or group of people, places or things are called Collective Nouns:

Bunch of flowers, Herd of cattle, Flock of birds, Fleet of ships, etc.

Certain Foreign words are also used as Nouns.

e.g. Curriculum, Stimulus, Index, Matrix etc.

d) One-form Nouns: Certain nouns are both singular and plural.

Always Plural: thanks, scissors, spectacles, etc.

Always Singular: News, equipment, headquarters, etc.

Title Nouns: Some nouns have courtesy title.

Miss. Kete, Mr. Brown, Messrs. Venkarama & co., etc.

2.5 Pronouns

Pronouns change their faces from Nominative to Possessive and Objective cases.

i) Nominative Case

Person	Singular	Plural
First person(s) speaking	I	We
Second person(s) spoken to	You	You
Third person(s) spoken about	He, She, It	They

ii) Possessive Case

Person	Singular	Plural
First	my, mine	our, ours
Second	your, yours	your, yours
Third	his, her, its	their, theirs

iii) Objective case

Person	Singular	Plural
First person(s) speaking	me	us
Second person(s) spoken to	you	you
Third person(s) spoken about	him, her, it	them

2.6 Verbs

Verb is the heart of a sentence. Verb is an important element in most sentences, and it carries the primary meaning. In English, there are a few sentences which do not require a verb. They are generally called verbless sentences. Every sentence has a verb to be

meaningful. The study of types of verbs, the time of its action, would help to improve communication.

Types of verbs: There are different types of categorization of verbs. However, the three types of verbs given below are verbs that are associated with time and tense. There are 3 kinds of verbs.

1. Action Verbs
2. State Verbs
3. Condition Verbs

Action Verbs: These verbs can take direct or indirect objects.

e.g. I teach English.

He purchased a flat.

The Horse ran fast.

He can't write legibly.

State of being Verbs: They do not possess Direct or Indirect Objects in a sentence.

e.g. The spectacles are expensive.

The new Principal has taken charge today.

I would be in Hyderabad next week.

I have lunch every day.

2.6.1 Condition Verbs

These verbs connect an adjective to the subject. They refer to the condition of senses: taste, smell, appearance and become.

e.g. The candidate, who stood opposite to me, appears dangerous.

The Macaroni cooked by my mother tastes delicious.

Mr. Ram became the CEO.

However, the verbs used to refer senses and are not used as condition verbs can have an object

e.g. The child heard the siren and started crying.

I smelled the smoke.

Verbs are named 'Transitive' and 'Intransitive' based on whether they depend on object in a sentence or not.

e.g. The clock struck twelve.

Birds flew.

Tapathi did.

Clark suggested.

The verb needs a predicate nominative or adjective or adverb but never object.

e.g. He will be co-captain. (The underlined word is predicate nominative.)

The equipment is obsolete. (The underlined word is predicate adjective.)

The child cried continuously. (The underlined word is predicate adverb.)

In addition to the above types, there are Regular and Irregular Verbs.

2.6.2 Regular Verbs

Present	Past	Present Participle	Past Participle
Enrich Enriched	Enriching	Enriched	
Close	Closed	Closing	Closed

2.6.3 Irregular Verbs

Present	Past	Present Participle	Past Participle
Know Knew	Knowing	Known	
Bring Brought	Bringing	Brought	

2.6.4 Phrasal Verbs (Grammatical unit)

The idiomatic use of verbs changes the expression.

e.g. The spectators broke into tears.

Look about you.

In the above sentences, 'broke into' means crying and 'look about' means careful rather than their literal meaning.

2.7 Tense

Tense is a form of a verb. Tense is a feature of verb that indicates the time of occurrence of the action. However, labels like past and present may extend beyond their meaning.

The Present Indefinite Tense (Simple Present) which is used to denote habits, customs and practice can be expressed by using adverbs such as often, usually and never.

e.g. He often forgets to eat.

Arati usually goes to bed early.

Ram never comes late.

a) **Simple Past** is to denote actions already completed.

E.g. He ate the fruit.

b) **Simple future** is used to denote probable actions yet to happen.

e.g. I will go to USA next year.

c) **Perfect Tense** is used to denote action of the main verb in relation to a specific time period.

e.g. She has a beautiful face.

I have written a novel.

I had an old car.

The action that would be completed in a specific point of time in future is denoted by Future **Perfect Tense**.

e.g. I would have engaged French classes.

2.8 Prepositions

Prepositions are usually used before a noun or Pronoun to establish their relation with other parts of a sentence.

Some Prepositions can change the meaning of sentences.

e.g. The Monkey is sitting **on** the tree.

The Monkey is jumping **in** the bushes.

The Monkey is sitting beside a man carrying banana.

So, to express ourselves clearly, we need to use Prepositions accurately.

Prepositions to denote position are 'in', 'inside', 'at', 'underneath', etc.

e.g. My mother is **inside** the locked room.

The suitcase is **in** the attic.

The old woman is standing **at** the bus stop.

A small lizard slid **underneath** the carpet.

Prepositions to denote transport are 'in', 'on', 'by'

e.g. We are talking to them on latest issues.

There are 30 books **in** the shelf.

The girl often comes **on** her bike to college.

I travelled to U.K **by** air.

I walk **on** foot.

Prepositions to suggest time are 'until' and 'till'.

e.g. The University Website will not open **until** 19thFebruary.

You have to take care of the office **till** I return.

Prepositions to suggest movement are 'to', 'into', 'with', etc.

e.g. We are going **to** the cinema.

Pour water **into** the bottle.

Prepositions to suggest agent

e.g. On this issue, I agree **with** her but Most of the time I agree **to** her suggestions.

I can do wonders **with** my team.

I am suffering **from** Pneumonia.

Do you wish to talk **about** your experiences?

Never dream of parachuting **to** an alien land.

2.8.1 Prepositional phrases

These have prepositions and complements (words that follow prepositions). The complement is a noun phrase or a pronoun, an adverb phrase or an -ing clause. Prepositional phrases give important details of the words they modify. They answer the questions which one, what kind, how, where, when, to what extent, etc.

Examples:

1. It's a machine for washing clothes. (-ing clause)
2. I met my old friend at a party. (Where?)
3. They left the place just before us (When?)

Prepositional phrases are a group of words made up of a preposition and its object or any of the object's modifiers (an article or an adjective). They cannot stand independently, but are parts of sentences. They convey what or where something happened. Hence, they are essential for comprehending a sentence.

e.g : in the nest, on the tree, in and out etc.

Prepositional phrases can modify a Noun or a Pronoun, or another Verb or a phrase and or a clause. When a Prepositional phrase modifies a Noun/Pronoun, it is an Adjectival Phrase specifying a person or thing.

e.g. P.T. Usha is the runner with fastest time.

The book with thousand pages is worth reading.

A prepositional phrase modifying a verb is an Adverbial phrase.

e.g. C.A is the most difficult Course for any one.

I participated in the marathon with enthusiasm.

Sometimes, prepositional phrases are mistaken for **conjunctions**. If a preposition has an object, then it is a conjunction. If a preposition is at the end of a clause, then it is an adverb.

e.g. After my class, I went into my room. (conjunction)

After lunch, I ate a fruit. (preposition)

I heard the song somewhere before. (adverb)

The book with tattered cover is seen in the shelf.

My father gave me a present, put inside a wrapped box.

Our Principal put out a memo for the undisciplined students.

The Green Audi car beside another car, was the one I wanted to buy.

Idioms play an important role in the English language and their use is so widespread that understanding idiomatic expressions is essential to maintaining successful communication.

Idiomatic expressions indicate a speaker's attitude and emotions. Besides, idiomatic expressions are also used to perform communicative functions such as commenting, mocking at someone or conveying a humorous view of the persons they refer to.

Idioms add meaning to any situation, events or persons which are described.

For example, to describe heavy downpour, the idiom, "it's raining cats and dogs" is used.

Idiomatic expressions are used to make comments or recommendations.

e.g. Practice makes a man perfect

Better late than never.

Unknowingly, he had touched a raw nerve.

In spite of the bombing halt, the war in the South continued.

2.9 Affixes

2.9.1 Prefixes

A prefix is placed before the stem of a word to form a new word. A stem is a part of a word, which is responsible for its lexical meaning. In other words, ‘stem’ is a part of a word to which affixes can be added. For example in the word unimportant, ‘un’ is a prefix and ‘important’ is the word. By adding a prefix to the beginning of a word, the meaning of a word is changed. Some antonyms are formed by adding prefixes. For example, when the prefix *un-* is added to the word *happy*, the word *unhappy* is created. A prefix is also called a **pre-formative** because it alters the form of the words to which it is affixed. They are inflectional, in nature and helps in creating a new form of the word with the same basic meaning, and same lexical category.

e.g. Prefix	meaning	word
Pre-	before	prelude
Bi-	two	biannual
Amphi-	around	amphibian
Anti-	opposite	antibiotic
Inter-	between	interact

2.9.2 Suffixes

A suffix is a word or syllable used or added at the end of the word to change the form of the word from Noun to Noun form, Noun to adjective or a noun to a verb.

e.g. Suffix	meaning	word
-er	compare	lower
-ful	full of	peaceful

-ous	full of	joyous
-ness	state of being	kindness
-ly	stated way	perfectly
-ed	past tense	hopped

2.9.3 Noun Suffixes

a) -eer

Meaning: engaged in something, associated with something

Examples: auctioneer, volunteer, engineer, profiteer

b) -er

Meaning: someone who performs an action

Examples: helper, teacher, preacher, dancer

c) -ion

Meaning: the action or process of

Examples: celebration, opinion, decision, revision

d) -ity

Meaning: the state or condition of

Examples: probability, equality, abnormality, civility

e) -ment

Meaning: the action or result of

Examples: movement, retirement, abandonment, establishment

f) -ness

Meaning: a state or quality

Examples: fondness, awareness, kindness, darkness

g) -or

Meaning: a person who is something

Examples: distributor, investigator, translator, conductor

h) -sion

Meaning: state or being

Examples: depression, confusion, tension, compulsion

i) -ship

Meaning: position held

Examples: worship, ownership, courtship, internship

j) -th

Meaning: state or quality

Examples: strength, labyrinth, depth, warmth

2.9.4 Adjective Suffixes

Suffix	Meaning	Examples	Write your examples
-able, -ible	capable of being	preventable, adaptable, predictable, credible	
-al	pertaining to	theatrical, natural, criminal, seasonal	
-ant	inclined to or tending to	vigilant, defiant, brilliant, reliant	
-ary	of or relating to	budgetary, planetary, military, honorary	
-ful	full of or notable of	grateful, beautiful, wonderful, fanciful	
-ic	relating to	iconic, organic, heroic, poetic	
-ious, -ous	having qualities of	gracious, cautious, humorous, fabulous	
-ive	quality or nature of	creative, expensive, expressive, pensive	
-less	without something	hopeless, faultless, fearless, restless	
-y	made up of or characterized by	brainy, fruity, tasty, grouchy	

2.9.5 Verb Suffixes

- **-ed**
Meaning: past-tense version of a verb
Examples: laughed, climbed, called, missed
 - **-en**
Meaning: become
Examples: soften, fasten, lengthen, strengthen
 - **-er**
Meaning: action or process, making an adjective comparative
Examples: faster, bigger, fuller, longer
 - **-ing**
Meaning: verb form/present participle of an action
Examples: laughing, swimming, driving, writing
 - **-ize, -ise**
Meaning: to cause or to become
Examples: memorialize, authorize, commercialize, advertise
- Adverb Suffixes
- **-ly**
Meaning: in what manner something is being done
Examples: bravely, simply, honestly, gladly
 - **-ward**
Meaning: in a certain direction
Examples: backward, wayward, awkward, afterward
 - **-wise**
Meaning: in relation to
Examples: clockwise, edgewise, lengthwise, otherwise

2.10 Sentence, Clause and Phrase

Sentences: Generally we perceive four types of sentences though there are more than these types mentioned here.

1. Declarative or Assertive sentences: These are sentences used to state information.
 e.g. Raghu said that he would come to the party.
 He is very bold.
 I love movies!.In this sentence, the exclamatory mark express emotion.
2. Imperative Sentences: These sentences give commands or requests.
 e.g. Go out. (command)
 Could you fetch me water? (not an interrogative but request)
 Have fun! (command)
3. Interrogative Sentences: They are used to ask questions with ‘wh’ words. Sometimes, in place of ‘wh’ words helping verbs such as ‘do’, ‘did’ are used.
 e.g. Which game do you like?
 What did you do?
 Why are you here?
4. Exclamatory Sentences: They express emotions.
 e.g. Oh! How beautiful is the scenary!
 What a high rise building it is!

Phrases:

A phrase is a systematic organization of certain words like nouns with verbs or verbs with prepositions etc. Random words will not make a phrase. There should be a definite order of words in a phrase.

e.g. Birds fly. But not flying birds

So, there is a definite order or a head-word in a phrase.

Clauses

Clause is a group of words in a sentence with a subject and a predicate. Further, depending on the number of clauses the sentences are divided into Simple, Compound and Complex sentences. A Clause can have any number of phrases, anoun phrase, a verb phrase or an adjective phrase.

e.g. The ferocious Tiger	frightened	the little white rabbit.
Noun phrase	verb phrase	adjective phrase

- b. I can't sanction this project _____ you submit the proposal.
 - c. The tiger is enclosed _____ a cage.
 - d. We commute _____ bus to office every day.
 - e. I am suffering _____ cold and fever for the past one week.
 - f. After walking long distance, the daily laborer rested _____ a tree.
 - g. John went _____ fetch vegetables.
 - h. His wife would be unhappy _____ he accepts her wish.
5. What are Transitive and Intransitive Verbs? Give two examples.
 6. What are the four types of sentences? Give example for each type of a sentence.
 7. Define a clause and phrase.
 8. Write any two nouns which are always (i) singular (ii) plural
 9. Write briefly on how grammar and communication are linked.
 10. Explain 'state verbs' and 'Action Verbs'. Give examples.

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Unit 3 □ Grammatical Analysis of Language Function-1

Structure

- 3.1 Objectives**
- 3.2 Introduction**
- 3.3 Grammatical Forms and their Functions**
- 3.4 Punctuation marks in Communication**
- 3.5 Spatial Prepositions**
- 3.6 Adjectives as Modifiers**
- 3.7 Collocation**
- 3.8 Adverbs**
- 3.9 Summary**
- 3.10 Review Questions**
- 3.11 References and Reading List**

3.1 Objectives

After going through the unit, you would develop ability to:

- Differentiate language and its functions,
- Know the position of various structures and their function,
- Speak and write intelligible language,
- Differentiate between Parts of Language and their function,
- Comprehend the change of meaning in sentences with the position of various grammatical structures.

3.2 Introduction

The study of functions focuses on the manner in which grammatical aspects are used to perform language functions. Language functions refer to the purpose for which the

speech or writing is used. For instance, in oral communication we give instructions, introduce oneself or others and make requests to name a few. For instance both in academic writing and technical writing a range of specific functions are used in order to communicate effectively. These language functions include describing processes, comparing and contrasting things or ideas and classifying objects and or ideas etc.

3.3 Grammatical forms and their functions

Grammar is the study of meaning which is built through the appropriate choice of words and structures like singular or plural, clauses, prepositions and tenses etc. Grammar is related to the meaning which is semantic. Grammar is also concerned with how language is used in and for communication. It is functional. Language has many set of systems and they offer innumerable choice of structures to create meaning and to perform many language functions.

For example, if I want to know the NAME, I will use

1. What's your name?
2. May I know your name please?
3. Tell me your name, please.
4. I would like to know your name.

Though all the above examples convey the same meaning of knowing somebody's name, yet there is a lot of difference in the language function.

All the above sentences have the word 'name' but there is a lot of difference in the choice of other words. Hence, the first sentence is an interrogative sentence, the second sentence and the last sentence uses auxiliary verbs to form an interrogative and a declarative sentence respectively. However, the third sentence is an imperative sentence.

Hence, the position of grammatical structures in terms of Tenses, phrasal verbs, suffixes, prepositions, root words, clauses, phrases, Idioms and use of identical words would function differently if their sequential arrangement is altered. Punctuation marks play an important role in communicating the correct meaning. A mismatch of the punctuation or no punctuation marks lead to confusion and ambiguity. Thus, the entire process of communication is affected negatively.

3.4 Punctuation mark in Communication

The Cambridge English Dictionary defines punctuation mark as a mark that you add to a text to show the divisions between different parts of it. Common punctuation marks are periods, commas, colons, semi colons, question marks, capital letters, quotation marks, dashes, em dashes, en dashes, hyphen, apostrophe and exclamatory marks. Punctuation marks help the reader to understand the meaning of the text clearly. Punctuation tells the reader where each sentence ends. Punctuation marks also help the reader understand the writer's emotions and intentions about the subject. While correct punctuation marks make meaning explicit and clear, incorrect punctuation marks confuse the readers. For example an exclamatory mark(!) tells the reader that the writer is either excited or disappointed.

Example 1:

Here is a paragraph without punctuation marks:

Do you like to sing My mom and I sing in a choir that meets every Tuesday Last week we sang Christmas carols at a nursing home The residents of the nursing home enjoyed our visit It was fun Would you like to join us next Tuesday

You can see that it is very difficult to read as every sentence runs into the next sentence.

Here is the same paragraph with punctuation marks:

Do you like to sing? My mom and I sing in a choir that meets every Tuesday. Last week, we sang Christmas carols at a nursing home. The residents of the nursing home enjoyed our visit. It was fun! Would you like to join us next Tuesday?

Assertive sentences, Interrogative sentences, and exclamatory sentences are separated by appropriate punctuation marks.

In the above example, the underlined sentence shows that the writer is excited about singing and enjoyed singing.

The writer also enquires the listener if he/she is interested to join their choir with an interrogative ending.

Example 2:

1. David wants to marry Ruth
2. David wants to marry Ruth?
3. David wants to marry Ruth!

The words in all the three sentences are the same but there is a lot of meaning variation with the change in the punctuation mark.

The first sentence uses a period at the end. It states a fact. The second sentence has a question mark (?). The writer is surprised or confused and seeks clarification.

The third sentence has an exclamatory mark (!). The writer is excited at the news.

Example 3:

Sentence 1: Jill likes to eat chocolate hot pizza broccoli.

Sentence 2: Jill likes to eat chocolate, hot pizza and broccoli.

The first sentence tells that Jill likes chocolate, flavored hot pizza and broccoli.

In the second sentence using commas, clearly indicates that Jill likes to eat **three** food items, chocolate, hot pizza and broccoli.

Thus, the function of a comma (,) in a sentence is to separate phrases, ideas and items in the list. Commas help to avoid confusion.

Example 4:

Absolutely “NO” Dogs in Restroom (The writer’s intention is to convey that there are no dogs in the rest room. But with wrongly placed quotation marks, the meaning is distorted.)

‘Beautiful’ 2 storey, 2-Bed House for Rent.(Misplaced quotation mark and hyphen)

Restroom, out of order, ‘forever’. (the word in quotes convey a wrong sense)

These are a few examples on the importance of punctuation. Without punctuation, writing is ambiguous. In speaking we give pauses to denote commas.

3.5 Spatial Preposition

Spatial prepositions are used to indicate the position of someone or something, the place they are going to or coming from, or the direction someone or something is moving.

Ex: The house is situated on your left.(direction)

The voice is coming from the mountains. (direction)

He searched for the lost keys in the auditorium.(spatial)

I am waiting at the door.(spatial)

Most prepositions are single words such as, in, from, off, towards, inside, into, around, across etc. However, there are many prepositions which consist of more than one word, which are used to talk about destination or place. Some common prepositions that fall under this category are, away from, close by, close to, in between, next to, on top of etc.

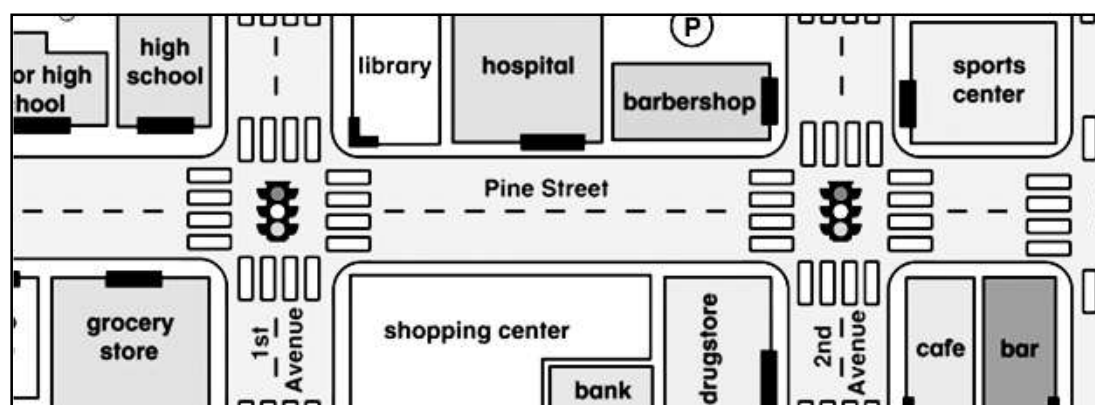


Fig.1

In the above picture there are many places. If somebody asks you to direct them to the sports centre from grocery store, you use the prepositions like in, from, off, towards, inside, into, around, across, next to, behind, in between etc. Below are the instructions where prepositions function to give directions.

From the grocery store, walk a kilometer straight from the signal, across the Pine Street till you reach the next signal. You will find a barber's shop to your left. When you cross the 2nd signal, walk 10 steps ahead, you will find the Sports Centre to your left.

Walk forward the S.D lane, take first right and then second left. The house you are searching for is between the More Super market and a fruit shop.

English has many prepositions. Prepositions like at, in to etc function both as spatial and temporal prepositions. Hence, the function of the preposition in a sentence depends on the context in which it is used.

Some prepositions are used with restricted group of words. For example,

Agree to—— verb + preposition

Application for —— noun + preposition

At home ——preposition + noun

Familiar with—— adjective + preposition

‘Astride’ is primarily used to tell that a person has one leg on each side of something, usually sitting on it to ride or riding.

e.g: She proudly sat astride her new bike.

When ‘before’ is used to indicate position, the object is generally either a person or group of people.

Ex: The students received their prizes before a huge gathering.

In situations where ‘all over’ is used, generally has a large or indefinite area as its object.

e.g: Hundreds of people are protesting all over seeking immediate justice.

The broken pieces of the glass spread all over the room.

Introducing one self and others is a common situation that we come across both in formal and informal situations. While introducing oneself or others tenses play a significant role.

Look at the following examples.

e.g: Hello Ravi, I am Kiran.

Hello Gautam, meet my friend Rahul.

He is Rahul, my childhood friend. He is an Engineer in Microsoft. Previously, he worked for Google and Tata Tele Services. He is singer and a practicing lawyer. (Use of present tense and past tense)

3.6 Adjectives as Modifiers

Adjectives are used in describing people, places, situations and process and modifying things. This is because adjectives help in identifying or describing someone or something in detail. Meticulous description is possible by using appropriate adjectives. Adjectives are used in modifying a noun.

e.g: New ideas from young employees are encouraged.

We could not locate any good hotel for arranging a get together.

The most important points to remember before using an adjective:

- Whether it is used before a noun or after a link verb
- Is it qualitative adjective or a classifying adjective.

Adjectives function as a modifier that modifies a noun group.

e.g: Mary is carrying a black, battered, old suitcase.

The main purpose is to say that Mary is carrying a suitcase. The adjectives black, battered and old give more description about the suitcase.

When an adjective is placed with the link verb, then the focus is on the adjective.

e.g: The suitcase Mary is carrying is black, old and battered. Here the main function of the adjectives is describing the suitcase, hence the focus is on the adjectives, 'black', 'old' and 'battered.'

Task 1

Read the description below taken from the novel *The Better Man* by Anita Nair. The author uses adjectives to describe the village, Kaikurussi, the place where the story is set.

“The fields were everywhere. Endless shades of green that stretched into the horizon on one side and the foot of the Pulmoath Mountain on the other. Speckled only with the bright blouses of the women as they stood ankle-deep in water-logged mud and pulled out the young paddy plants. When a breeze blew, the tops of the paddy rippled and turned the sheets of sedate jade into gleaming splashes of emerald”. (50)

Task 2

Let's understand how these adjectives are used to describe a place. The present paragraph is taken from the novel *The Lowland* written by Jhumpa Lahiri. She uses adjectives to give a vivid picture of the landscape.

“Subhash had never seen such grass, as uniform as a carpet, unfurled over sloping contours of earth. Undulating like dunes in a desert, or gentle dips and swells in a sea. It was shorn so finely on the putting green that it felt like moss when he pressed against it. The ground below was as smooth as a scalp, the grass appearing a shade lighter there.” (Lahiri pg 6)

Based on the two examples given here, adjectives are used with different functions.

The quintessential details of any aspect, place, situation, person or situation can be clearly explained with the use of adjectives.

Some common adjectives used to describe people are brave, enthusiastic, talkative, gregarious, sociable, calm, short tempered, patient, loving, caring etc.

Task 3

Let's look at another example of the function of an adjective in describing people. Now, if you have to describe your mother or your favorite teacher or sibling, adjectives are used. Let's say you have to describe your friend. Identify a few adjectives from the list given above and describe.

Revanth, my friend is calm, loving and sociable.

Task 4

Read the advertisement given below. It is brought in by a Tourism Department. You can identify various adjectives used with various functions. These adjectives woo the reader to visit the place. A careful reading of this advertisement drives home the point that effective use of adjectives is important both in personal as well as in professional life.

“Bali, the perfect holiday destination for nature lovers, awaits you with this 6-night holiday. Built on an offshore rock formation is the Tanah Lot temple, and no visit to this iconic site is complete without a photo session. Be enthralled by the sunset views and enjoy an incredible guided tour here. The traditional Barong dance, narrating the story of the fight between good and evil, is truly a fascinating performance. Enjoy an authentic Indonesian lunch during a guided Kintamani tour”.

Let us examine the use of adjective in the word ‘black bird’. In this situation the bird is described. Now, examine the word ‘Blackbird.’ This is referred to as collocation. In the first situation it is a free combination whereas, in the second it is a fixed combination.

Let us understand what a collocation is and its function in the language.

J. R. Firth is often quoted having said “you know a word by the company it keeps (Firth, 1957: 11)

3.7 Collocation

Collocation is a term that refers to the mechanism, or fact, that certain words are regularly found in the company of other words. Knowing and learning collocations is ‘of vital importance to those learners of English who are speakers of other languages.’ (Benson et al. 1986) Collocations play a major role to speak and write natural English. For example, ‘heavy smoker, not big smoker, ‘free of charge’ as ‘free of’ collocates with charge not cost or payment. If the right collocations are not chosen, though the meaning

is conveyed, it does not sound natural. Below is a spectrum of collocations adapted from Howert (1996) and Carter (1987).

A. Free Combination: a) run a risk, b) make an attempt

B. Restricted Combination

(i) **Adjective + noun:** a) hardened + criminal, b) extenuating + circumstance

(ii) **adverb + verb:** a) readily + admit, b) totally + unaware

(iii) **verb + noun:** a) renovate + house, b) shrug + shoulder

(iv) **noun + verb:** a) brake + screech, b) cloud + drift

Knowledge of collocations is essential in order to express clearly in fewer sentences thus keeping the both spoken and written communicate on lucid and simple.

Task 5

Look at the difference

1. The police arrested the people for having sex the wrong way. This in fact can be made simple by using the appropriate collocation- sexual abuse.
2. In India people have the opportunity to say what they want. Instead, 'In India people have Freedom of expression' - is a better choice.

3.8 Adverbs

Adverbs perform a wide range of function. Adverbs in English are inflected forms of adjectives and are used to generally modify verbs. Adverbs and adjectives are used to describe, modify either events or things. The difference between the two is marked by its functional usage. They are used in modifying a noun or a verb.

e.g. This paint is **especially** made of waterproof and anti-corrosion substance.-
Emphasizes the use of a particular paint.

I ran fast and could win the medal.

Adverbs give additional information on manner, place, time, frequency, certainty and other details related to the verb or adjective it modifies. This will enhance the reader's understanding and comprehension of the given topic.

e.g. I worked **yesterday**—Time

I sang **melodiously** in the competition — Manner

I **often** make mistakes with numbers— Frequency

Adverbs also function as modifiers modifying noun phrases, prepositional phrases and clauses.

e.g. I bought **only** fruits- Only modifies fruits. It emphasizes that nothing else other than fruits were bought.

Ravi drove us **almost** to the airport when the car troubled.-Almost modifies the phrase to the airport.

Certainly we need to be responsible during this pandemic. Certainly modifies the sentence as a whole.

Adverbs function as modifiers of adjectives and other adverbs to indicate the degree of intensity.

e.g. You are **quite** right in your analysis- Adverb quite modifies the adjective right

Helen is **exceptionally** beautiful- Adverb exceptionally modifies adjective beautiful

Wow! Maggie noodles can be prepared **really** quickly. Adverb really modifying another adverb quickly

Thus knowledge of grammar components and their functions in various communicative acts help a speaker or a writer to communicate clearly.

3.9 Summary

This unit introduced you to the language functions and forms; spatial prepositions, adjectives as modifiers, adverbs, through a range of tasks and illustrations. We have also learnt on collocation of free combinations and restricted combinations. To test your comprehension, there is a set of review questions and to further learn on the topic consult the reading list.

3.10 Review Questions

1. “The efficient use of grammatical components is mandatory to write a meaningful sentence.” Elucidate.
2. Define Adjectives and write how do they function as modifiers?
3. What are Spatial and Temporal prepositions? Illustrate with suitable examples.
4. Write the appropriate prepositions used with the following words.
 - a. Agree
 - b. b. discover
 - c. c. connection
5. Explain the importance of collocations by giving examples.
6. What are adverbs? How do they function?
7. Describe your favourite author, hero or person in 100 words.
8. Categorize the following collocations:
 - a. on time
 - b. give credit
 - c. out of the question
9. Discuss the following language forms from the following:
 - a. A new station is *under construction*.
 - b. Never tell lies *out of tales*.
 - c. She is the best *by far*.
10. Identify the prepositional phrase from the following:
 - a. The chapter is well organized in terms of ideas.
 - b. The mango trees are in full bearing.
 - c. Do not speak at the same time.
 - d. Students can buy books at a discount.
 - e. Took a bus just in case.

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Unit 4 □ Grammatical Analysis of Language Functions-2

Structure

4.1 Objectives

4.2 Introduction

4.3 Verbs

4.3.1 Finite Verbs

4.3.2 Non-finite Verbs

4.3.3 Transitive and Intransitive Verbs

4.3.4 Lexical verbs

4.3.5 Auxiliary

4.3.6 Modal Auxiliary

4.4 Present Tense, Past Tense and Future Tense.

4.5 Summary

4.6 Review Questions

4.7 References

4.8 Reading List

4.1 Objectives

After going through the unit you would develop ability to:

- Recognize the importance of proper use of Tenses.
 - Identify various functions of a verb,
 - Uses the tenses aptly in various situations,
 - Improve your Professional Skills.
-

4.2 Introduction

In the previous units we understood the functional aspects of prepositions, adjectives, adverbs and collocations. This unit focuses on tenses and their functional use. Tense is ‘time

of action'. Depending on the time, tense changes its function. Grammatical analysis proceeds from word and sentence to text and discourse structure (form) and functions.

4.3 Verbs

Before we go into the details, it is essential to know the various kinds of verbs in English.

A **verb** is a word that indicates an action or a state of being or a condition. Verb in English has three forms; Present form, Past form and Past Participle form.

Forms of the verbs

S. No.	Present Form-1 st form of the verb	Past Form-2 nd form of the verb	Participle- 3 rd form of the verb
1	Drink	Drank	Drunk
2	Run	Ran	Run
3	Write	Wrote	Written
4	Cut	Cut	Cut
5.	Go	Went	Gone
6.	Eat	Ate	Eaten
7.	Come	Came	Come
8.	Sing	Sang	Sung
9.	Build	Built	Built
10.	Send	Sent	Sent
11.	Bring	Brought	Brought
12.	Buy	Bought	Bought

Depending on the change in the form, the verbs are divided into two. Finite and Non Finite Verbs.

4.3.1 Finite verbs

Finite verbs change their form when there is a change in the number of persons in the subject.

e.g: I **go** to market everyday
He/she **goes** to market everyday
They **go** to market every day.

4.3.2 Non-Finite Verbs

Non-Finite verbs do not change their group when there is a change in the number of persons in the subject. So, we don't see tense for non-finite verbs. They are mainly three types: Infinitives, gerunds and participles

Infinitive: It is to + verb form.

e.g: I wanted to get fruits from the market.

But infinitive can take the form of adjectives, adverbs or nouns by its position. Some examples to state are:

e.g. He refused to accept the appointment letter. (Adjective)

I go to eat. (Noun)

She requested us to listen her lecture. (Adverb)

The '**Gerund**' is verb+ ing but not continuity of action.

e.g. He is the living legend. (Adjective)

I saw you struggling to climb up. (Adjective)

The '**participle**' is either present or past, functions as an adjective.

e.g: The Piano played, failed.

Fish is rich in Fatty Acids and is a balanced diet.

She carried a singing doll.

In some sentences verbs function as subject complements. They are called Linking Verbs.

e.g: She became lazy.

It seems to be raining.

A meaningful sentence generally requires a subject, a verb and an object. But based on the requirement of an object to complete the meaning in a sentence, verbs are divided into two types.

4.3.3 Transitive and Intransitive Verbs

Transitive verb: It requires an object to give complete meaning to a sentence.

e.g: I bought..... What did I buy?

I **bought** a car. After adding the object, i.e car, the sentence gives a complete meaning. So, bought is a transitive verb.

Intransitive Verb: It does not require an object to complete the meaning of a sentence.

e.g: She smiled.

The puppy died.

There are another group of verbs namely, Lexical Verbs and Auxiliary verbs.

4.3.4 Lexical verbs

Lexical verbs express action or state of being. In fact, they are the main verbs in a sentence.

e.g: I **walk** a kilometer every day.

4.3.5 Auxiliary Verbs

Auxiliary verbs are also called helping verbs. They help the main verbs. If there is no main verb in the sentence, then the auxiliary verb is considered to be the main verb.

e.g: I **teach** English. (Lexical Verb)

I **am** a teacher. (Auxiliary verb)

Auxiliary verbs are forms of -be in the present tense (am, is, are) forms of be in the past tense (was, were), in perfect tense (has, have, had), modal (do, did).

e.g: I was playing cricket yesterday. (was- auxiliary verb, Play is the lexical verb in the continuous tense form)

I **goggled** for information. (Lexical Verb)

I **was goggling** for information on language functions. (Auxiliary Verb)

They **are watching** T.V.

We **were talking** to Ravi in the meeting.

Did you visit London?

The auxiliaries can be further classified into grammatical auxiliaries and modal auxiliaries. Grammatical auxiliaries are sometimes referred to as primary auxiliaries as they have purely grammatical function to perform.

Grammatical auxiliaries are am, is, are generally referred to as forms of be in the present tense are used in forming simple present or present continuous or progressive tense. Was/were referred to as forms of be in the past tense are used in forming past simple or past continuous tense or progressive tense. 'Has, have' are used in forming present perfect tense and 'had' past perfect tense.

'Do' is used in sentences that do not contain an auxiliary verb.

e.g: **Do** you love her?

I do love her.

4.3.6 Modal Auxiliaries

Verbs such as shall, will, would, can, could may, might are called modals. Modal auxiliaries help in expressing ability, possibility, seeking permission or informing possibility, uncertainty, intention, suggestion or a promise.

Can, could are used to seek or give permission.

e.g: Tushar **can** sing well.(ability)

Tushar **could** sing beautifully at the age of five.(past ability)

I suppose, I **could** visit my mother-in-law after the lock down.(future possibility)

May, Might – expresses to avail permission. Might is the past form of *may* and expresses greater uncertainty.

May I come in? (Permission)

If everything goes according to the plan, I **might** visit Ladakh this summer. (Possibility)

Will, would express willingness to do something. Will is also used to express intentions and to make predictions. Would is the past tense of will.

e.g: I **will** take my son to the museum today. (Intention)

As a young boy, Sachin **would** practice playing cricket for three hours every day. (past action)

Shall is used when giving a suggestion or making a promise.

Shall I refer to few more books to complete the article. (asking for a suggestion)

Should is used when giving advice. It is also used to express obligation or expectation.

You **should** see the Dal lake when you visit Srinagar.

Action Verbs State Verbs: Action verbs refer to action whereas state verbs refer to a state of being. Action Verbs have continuous form but state verbs do not.

Action Verbs: Write-writing Read- reading etc.

State Verbs: know, like, believe etc.

A careful distinction should be made between tense and time. Time is an extra linguistic category. It exists independently of language. Tense is a linguistic concept. Tense refers to the form of the verb to identify the time of the situation or action. It expresses the temporal relation between the time of the situation and the action.

In English there are three major **Tenses**.

4.4 Present Tense, Past Tense and Future Tense

Each tense has four forms.

Present Tense: In this tense, the form of the verb shows actions that happen in the present, or at the time of speaking or writing.

e.g: People depend on money.

There are no buses on the roads now

Forms: Simple Present, Present Continuous or progressive, Present Perfect, and Present Perfect Continuous.

Simple Present Tense is used to describe habitual actions, universal truths, giving instructions, planned future actions, commentaries and in exclamatory sentences, proverbs and maxims. While making interrogative sentences, do is changed to does.

Am/is+ action verb should be used to represent Simple Present.

e.g: I am a teacher.

I teach English.

She is a teacher.

's' or 'es' or 'ies' is added to the verb if the subject is III person, singular.

The dog licks.

The baby cries.

She catches early train and goes to her native place.

Open the window. (instruction)

You will go to the USA next January. (planned future action)

Oh! How beautiful the scenery is! (exclamation)

Does she give you the cheque? (interrogative)

A bird in hand is worth two in the bush. (proverb)

1. Imagine that you attended an interview. The interviewer asked the following questions.

- What **is** your name?
- **Tell** me about yourself.
- What **are** your hobbies?
- What is your favourite dish?
- Who is your role model?
- Talk about tasks related to your job that you do daily.

A careful observation of the questions indicates that the verbs used are in Simple Present Tense.

Now, let us answer.

- My name **is** Akash.
- I **am** a student of Hyderabad Central University. I **am** proactive and reliable.
- My hobbies **are** playing cricket and collecting stamps.
- My favourite dish **is** Paneer Kofta.
- My mother **is** my role model.
- I **work** with colleagues from different cultures, I **prepare** Google docs and forms, I **use** English in my job to communicate.

The responses are also in Simple Present.

2. Now read the following instructions given by World Health Organization on the precautions to take to reduce chances of being infected or spreading of COVID-19.

- Regularly and thoroughly clean your hands with an alcohol-based hand rub or wash them with soap and water.
 - Maintain at least 1 metre (3 feet) distance between yourself and others.
 - Avoid going to crowded places.
 - Avoid touching eyes, nose and mouth.
 - Make sure you, and the people around you, follow good respiratory hygiene.
 - Stay home and self-isolate even with minor symptoms such as cough, headache, mild fever, until you recover.
 - Keep up to date on the latest information from trusted sources, such as WHO and your National and Local health authorities.
3. A woman **shoots** her husband. Then she **holds** him underwater for over 5 minutes. Finally, she **hangs** him. But 5 minutes later, they both **go** out together and enjoy a wonderful dinner together.
 4. Read the following instructions on how to prepare power point presentation.
 - Keep it simple.
 - Write only six sentences in one slide.
 - Use colours that make reading easy.
 - Use appropriate font.

Present Progressive (Continuous) Tense:

Am + is + action verb/main verb +ing (if the subject is singular)

Am + are + action verb/main verb + ing (if the subject is plural)

The present continuous tense is used to describe an action continued at the time of speaking/writing.

Which project are you working on now?

I am working on Artificial Intelligence Based Project. I am leading a team of eight.

However this example is also appropriate according to the situation.

e.g: Today all the countries are fighting with and against Covid-19.

A temporary action that may not be actually continued at the time of speaking.

e.g: “Scientists are conducting experiments to know if life is possible on the Moon”, said a news reporter.

An event which is planned to take place in future.

e.g: Anita Nair is planning to release another novel next summer.

Present Perfect Tense:

The present perfect tense is used to talk about an action that is completed in the immediate past or a state or habit started in the past and is still continuing.

e.g: has/have+ participle of the action verb

In a job interview you can talk about your projects or courses that you **have completed** recently.

She **has** just **completed** a project on collaborative teaching in association with UNESCO. I **have completed** a basic course in Child Psychology.

In an interview you can talk about your likes and dislikes using Perfect Tense.

e.g: I **have always** enjoyed working on interdisciplinary and multidisciplinary project.

I never liked to sit at one place and perform routine tasks.

If you have recently completed your degree you can use this tense.

I have graduated from Massachusetts Institute of Technology this month.

Present Perfect Progressive (Continuous) Tense

This tense is used to talk about an action that began in the past and is continuing in the present.

Has + been + main verb + ing (subject is singular) or have + been + main verb + ing (subject is plural)

In an interview if one wants to talk about a project that she/he is presently on, we can use this Tense.

She has been working on this project for four years now. There **has been** a lot of technology advancement since last year. These technological changes **have been dictating** the completion of the project.

Interviewer: What has changed in all those years?

R.K. Laxman: Politics has gone from bad to worse! Yet politicians **have been extending support**.

Past Tense:

Past Tense has four forms. The Simple Past, Past Progressive (Continuous), Past Perfect, Past Perfect Progressive (Continuous).

Simple Past

Simple Past indicates an action completed in the past, before speaking or writing. Simple past is adding -ed, -ied, or -d to the basic form of the Verb.

Was/were + past form of the verb

A candidate can use Simple Past in a job interview to talk about his education or studies and also his/her completed projects if he/she has experience.

e.g: I **completed** graduation in Sciences from Osmania University, **moved** to IISC Bangalore, done PG there. I **worked** for 2 years in TESLA.

Past Progressive (Continuous) Tense indicates an action which continued for some time in past, but exact time limit is unknown.

This tense is also used to express a frequently repeated habitual action in the past and refers to an action in progress when something else happened in the past. In this Tense, be forms used are given below.

Was + present participle form of the main verb. (subject is singular)

Were + present participle form of the main verb. (subject is plural)

e.g: While I was at IISC Bangalore as a student, I **was visiting** many pharmaceutical companies frequently. As part of my job, I **was visiting** Government agencies for the sanction of various funded projects.

They **were watching** a movie till late night.

The train **was leaving** the station when we reached there.

Past Perfect Tense:

It is used to indicate two completed actions, one before the other or at a particular point of time in the past.

Had+ -en/ -ed + past participle form of the verb.

e.g: Mr. Lorry came silently forward, leaving the daughter by the door. When he **had stood**, for a minute or two, by the side of Defarge, the shoemaker looked up.

Darkness **had fallen** on him.

He **had taken** my property forcefully.

Past Perfect Progressive (Continuous) Tense:

It is used to indicate an action that began before a certain time in the past and continued up to that point of time or stopped just before it in the past.

Structure: had + been+ main verb + ing.

e.g. Saturday night, I watched a science fiction. The next day was Sunday. It was a pleasant morning. I was dreaming of winning a medal from the Prime Minister for developing the Aarogya Setu app. I was in a jubilant mood giving interviews. **I had been dreaming** of this big day when my mother screamed and hurried me to wake up.

India's economy **had been falling** since Covid 19 affected the Country.

Future Tense:

It is used to indicate the actions which happen after the time of speaking or writing.

e.g. I will participate in an Essay writing competition, next week. It has four forms: Simple Future, Future Progressive (Continuous), Future Perfect and Future Perfect Progressive (Continuous).

Simple Future:

Indicates an action which we think or believe will happen in the future.

will/shall+ main verb.

e.g. My college **will open** soon after the lockdown.

It indicates an action which will be in progress at some point of time in the future.

Am/is/are + going + to + main verb

e.g. I **am going to write** the Exam.

It is going to rain.

Future (Progressive) Continuous Tense:

It indicates an action which will be in progress at some point of time in the future.

will/shall + be+ main verb + ing (present participle form)

e.g. I **will be attending** my cousin's wedding next month.

Future Perfect Tense:

It indicates an action which will have happened by a certain time in the future.

Will/shall + have + past participle form of the verb.

e.g. By 2025, I **shall have completed** writing three books.

He **shall have taken** the tablet.

Future Perfect Progressive (continuous) Tense:

It indicates an action which will be in progress over a period of time that will end in the future.

Will/shall/have + been + verb + ing. (present participle)

e.g. I **will have been working** in the university for two years next June.

She **will have been learning** French for 5 years by the time she graduates.

4.5 Summary

The unit is a recap of the concept ‘tense’ from our background knowledge. It is an overview of 12 different tenses, with examples, usage tips and signal words. From working on the unit we can now think on how to teach the topic and create interesting activities for the ESL learner. As well as think on whether, the inductive method or the deductive method would be appropriate for the learners for learning the grammatical functions. There are few review questions to test comprehension of the topic.

4.6 Review Questions

1. Elaborate various Tenses writing their function.
2. How do you make use of modal auxiliary verbs?
3. Match the following words in ‘A’ with the words in ‘B’

A	B
a. Will	1. Present Tense
b. Have	2. Simple Perfect Tense
c. Has	3. Past perfect tense
d. Is	4. Past continuous
e. Was	5. Present continuous
f. Will be	6. Future tense
g. Had	7. Present perfect tense
h. Will have been	8. Future continuous
i. Are	9. Present ‘be’ form
j. Have been	10. perfect continuous
	11. simple past
	12. Simple tense

4. Explain the various types of verbs.
5. Analyse the following sentences and correct if necessary.
 - a. They do hungry.
 - b. She run to catch the bus.
 - c. My sister is not ask me about my match.
 - d. What is he want?
 - e. I do go for my classes.
 - f. You are play in their dormitory.
 - g. She sell seashells on sea shore.
 - h. What is they want?
 - i. What does her favourite food?
 - j. They is lazy.
6. Discuss the difference in the following sentences:
 - a) During the play, Sam stood up and dropped his mobile.
 - b) During the play, Sam stands up and drops his mobile.
7. Circle the incorrect sentence and write its correct form.
 - a. She sing in the shower all the time.
My Brother sang at the church on Sunday.
 - b. I still cannot believe they broke the glass.
I broke a different glass last year.
 - c. In the summer, my family visit the seas.
Last year, we visited the seas.
8. Do you agree with the following statements? Why? Why not?
 - a. English tenses are used for realizing the narrative function of a text.
 - b. Grammatical analysis and grammatical function are same.
 - c. Tense selections (signal words) help the reader to interpret the time line of a narrative.
9. Write the tense forms for the following and explain what do they express?
 - A. Present simple: I play basket ball.
 - B. Present continuous:
 - C. Present Perfect:
 - D. Present perfect continuous:

10. Classify the following in terms of State, activity and achievement and justify.
 - a. Ravi is hoping to win the game on Sunday.
 - b. Ravi is beginning to win the game on Sunday.
 - c. Ravi is training to win the game on Sunday.

4.7 References

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Unit 5 □ Grammatical Analysis of Language Functions-3

Structure

- 5.1 Objectives
- 5.2 Introduction
- 5.3 Situational Function of Language
 - 5.3.1 Narration
 - 5.3.2 Comparison and Conclusion
 - 5.3.3 Making Request
 - 5.3.4 Persuasion
- 5.4 Linkers and Connectors
 - 5.4.1 Uses of Linkers and Connectors
- 5.5 Transition words
- 5.6 Summary
- 5.7 Review Questions
- 5.8 References
- 5.9 Reading List

5.1 Objectives

After going through the unit you would develop ability to:

- Use language precisely in various situations,
- Know various language functions,
- Differentiate language forms and its functions,
- Differentiate language usage and use of grammatical functions in language.
- Adopt techniques of good speaking and writing.

5.2 Introduction

The manner in which people use language is determined by the context, purpose or

intentions of the speaker or writer. Thus language is mainly functional. In any language context, be it a casual conversation, a letter to the editor or a speech, performs a specific function. Since, language is used to communicate; function takes an important position than the structure. Nevertheless, without understanding the structure it is difficult to perform the function. Hence, language form and function- both are essential for better communication and for communication with specific purpose. For example, when we communicate with a person of a different language or with a small child, meaningful communication is important. For this, we do not need correct structure of sentences. But their function is more important than the structure. The key point that influences Language Function is vocabulary. The words are grouped or structured to give meaningful relationship. This is called grammar.

Grammatical Function has an important place in language. It is closely connected with the social issues, because language is primarily used for communication. Halliday explains that ‘the internal organization of language is not arbitrary but embodies a positive reflection of the functions that the language has evolved to serve the life of a common man.’ (Fontaine pp 5) Language function in academics mostly depends on situations. Whereas, for written academic purpose its form is vital. All grammatical items should be used here.

5.3 Situational Function of language

5.3.1 Situation 1: Narration

Read the paragraph given below.

Jim made new friends joined an american legion post and the knights of columbus and became an active member of the sthugh roman catholic church he never talked about his past and his friends didnt pry one once said to him from your accent you must be from newyorkjim replied I guess so

Now read the following paragraph with appropriate punctuation marks.

Jim made new friends, joined an American Legion post and the Knights of Columbus, and became an active member of the St Hugh Roman Catholic Church. He never talked about his past, and his friends didn't pry. One once said to him, "From your accent, you must be from New York." Jim replied, "I guess so."

A careful reading of the two paragraphs makes it explicit that appropriate punctuation marks convey exact meaning. Thus, punctuation marks are functional language units.

5.3.2 Situation 2

Comparison and Conclusion (statements).

1. Ram asked Pizza while talking to his sister. “Give it to **him**, not to **her**”.
2. **Those** two men travelling in the caravan, will arrive tomorrow.
3. I met **Usha, my friend** in the market this morning, but I did not **talk to her**.
4. **That** novel was written by **my uncle** who is in America.
5. ‘**The Ode to West Wind**’ is better than ‘**The ode to Nightingale**’.
6. **News is** spreading faster now. (**Noun is plural in form, but used singular in meaning**)

In the above sentences pronouns and nouns function to express comparison or conclusions.

Now let us write the observations based on the above examples

In the first example given above, the pronouns, him, her, have common reference to the nouns.

In the 2nd example, it is difficult to understand who the pronouns refer to. But it is a meaningful statement. In the 5th example, the function is comparison by using Nouns.

5.3.3 Situation 3: Making requests

Could you help me in finding the Government Hospital?

I need more readings of this book. **Shall I** return this book after one more month?

Stop using Plastic Bags.

In the above sentences, though they state the purpose of request, they have different form. First sentence is Interrogative, 2nd is Assertive and 3rd one is Imperative. Grammatical function of Language is quite visible in these examples.

5.3.4 Situation 4: Persuasion

Covid-19, a symbol for a big fight between Human being and Environment, has two facets. Though the negative shade of this invisible virus is visible, the positive side also persists. It is a blessing in disguise. It is creating tremors and dreaded fear of Death on one hand, on the other, becoming a means to create clean Environment and teaching mankind how to make the Earth safer place to live. Covid-19 virus has become not to be cured

of or cared for. Corona has its impact on the whole World and encircling entire humanity. It has divided the world apart.

When we read the above paragraph, we can understand clearly that the writer persuades the reader to know her view point on the issue.

Thus, the communicative function of language depends on the grammatical components used appropriately. According to Halliday, “it could be theorized that, like children who learned to talk because language served a function for them, speakers learned to use language in order to fulfill a number of functions given a particular cultural and social context.” (Martínez-Flor, De Gruyter)

Task 1

Apostrophe is used to mark possession and is used in contractions to specify where a letter is omitted in the word. A singular possession is marked by adding ‘s after the possessor. The plural possessive is marked by adding s’ after the possessor.

e.g. It is Ravi’s pen. (singular possession).

I live in Sai Baba Officers’ Colony. (Plural possession)

If the apostrophe is misplaced, the meaning conveyed would become either unacceptable or ambiguous. Example for this:

My husband’s brother. My husbands’ brother.

Replacement or misplaced apostrophe distorts the language function of the apostrophe.

The following paragraph is taken from a lesson The Adventure of the Blue Carbuncle, an extract adapted from a Sherlock Holmes mystery by Sir Arthur Conan Doyle. Read the following paragraphs to understand the Language function of a few prepositions.

1. I **called on** my friend Sherlock Holmes **on** the second morning **after** Christmas. He was sitting **on** the sofa **in** a brown dressing gown, holding a pipe, with a pile of crumpled morning papers **at hand**. Beside the couch was a wooden chair. **On** the back of the chair hung a dirty, worn, hard, felt hat. A lens and forceps lay **upon** the seat of the chair. Obviously Homes had hung the hat over the chair **in order to** examine it.
2. All the shops are opened **in accordance with** the Government order. But, **instead of** following social distance, people are congregating in groups **to get** their daily essentials. People should **refrain from** roaming aimlessly on roads.

They should cooperate **in** restoring normalcy, **together with taking care of** themselves. Using masks **as well as** sanitizer is compulsory **to keep oneself away from** Covid 19.

In the second example, prepositions are clubbed with certain other words to function differently, conveying the meaning other than the words themselves.

Your answer:

5.4 Linkers and Connectors

Linkers and connectors are used for descriptions. They help us in understanding the chronological order of the facts, events that happen across time, compare and contrast information, giving explanation for the graphical images and they help us in understanding the main idea of the text. These linkers and connectors are used in narrative and descriptive essays. They are also used in explaining a process or an experiment conducted.

Task 2 Read the paragraph: **The Human Body**

The human body is a wonderful piece of work that Nature has created. It may not be beautiful like the body of a butterfly or a peacock **but** it is shaped deftly. It can do many types of work which other animals cannot. It is not strong like the body of a tiger. **However**, in place of physical strength it has a sharp brain. **Unlike** any other animal, human beings are able to use brain and create new things the world has ever known. **All** the Technological Advancements today is the result of human intelligence. **On the other hand**, by using brain they can overcome many obstacles in creating new scientific tools. By sitting in an aeroplane, humans can fly **faster than** a kite, by riding a motorcycle can travel faster than a leopard, and by firing a machine gun can fight like a tiger. **In spite of all** this, the human beings suffer from many diseases **because of** the weakness for habits **such as** smoking, drinking and overeating. **When** it is healthy, the body can give great

pleasure but when it is sick it can cause great pain. The wise man would always keep his body fit **because** a healthy mind can work only in a healthy body.

Some of the linkers in the paragraph are highlighted. 'But' is a linker that speaks of the contrast of beauty and strength between animals and the human body. 'In spite of', 'on the other hand', 'unlike' and 'faster than' are linkers used to show contrasts. 'Such as' and 'all' are linkers which illustrate the weaknesses of human body by giving examples. 'When' is a linker showing time, what happens when the body is healthy or falls sick. 'Because' is a linker that states the reason for keeping the body fit and healthy.

Connectors are the words that join two or more words, phrases and sentences together. They convey the same meaning of a conjunction, but differ in their function. While conjunctions join a noun with another noun, two independent clauses or different sentences and group of words, connectors join large groups of words or phrases and sentences. The same connectors are useful in constructing Simple, Compound and Complex Sentences. Connectors are used to make lengthy sentences as we do not always need to express in short sentences to have expressive value.

- e.g. a) Rina **and** Rima are twins. ('and' is a conjunction, it joins two nouns and it is a Simple sentence).
- b) I don't know cooking. **However**, I am learning to cook of late. (However connects two groups of words which relate to each other. It is a compound sentence).
- c) **Even though** she is a good singer, she couldn't sing well in the concert.
- d) **First of all**, let me congratulate the winners.
- e) She is **too** short, **so** she couldn't get selection for NDA. (connectors of addition and a complex sentence)
- f) She is **too** short **to** get admission into Armed forces.

5.4.1 Linkers and Connectors

are words and phrases that help in the progression of ideas either in speaking or writing. They are part of Grammar used to communicate effectively.

Linkers are used to show:

- a. Cause and Effect: since, because, so, therefore, owing to etc..
- b. Purpose: in order to, other than, so as to, so that etc

- c. Consequence: consequently, as a result, therefore etc.
- d. Addition: moreover, furthermore, as well as, in addition to etc.
- e. Summing up: in short, to sum up, at the end, lastly, finally etc.
- f. Showing the chronology of events: firstly, then, eventually, in short, to sum up etc.
- g. Rephrasing (in other words): and so on, henceforth, for instance etc.

Connectors are used to show:

- a. Contrast: but, yet, in spite of, on the other hand, on the contrary etc.
- b. Reason and Cause: so as to, because of, in order to etc.
- c. Succession: first of all, in short, at the verge of, last but not the least, finally etc.
- d. Order: at first sight, in the first place, to begin with etc.
- e. Conclusion: finally, actually, at last etc.

Uses of Linkers and Connectors

a) Use of linkers and connectors in describing a process.

Read the procedure to be followed in an Engineering Chemistry lab for conducting an experiment to estimate the hardness of water by EDTA method:

Determination of total hardness: Firstly, Pipette out 10 ml of tap water into a conical flask. **Then**, add 2 to 3 ml of buffer solution and 1 to 2 drops of EBT indicator to the water in the conical flask. **Eventually**, the colour of the contents in the conical flask would be wine red. **Next**, Titrate the solution with EDTA solution, **till** the wine red colour changes to blue. This is the end point. **Finally**, record the burette reading, say V_2 (y ml). Repeat the titration till you get concordant values.

The words highlighted in bold help you to follow the step wise procedure to obtain the final result. Thus, linkers, connectors and transition words guide the reader to understand and follow the step wise procedures of a given experiment or task.

Usage of **Idioms** in sentences makes the language function clearly and intelligibly. Idioms are widely used in describing a situation or to convey meaning clearly. They are used in describing persons and are used in giving instructions or cautioning. Let us look at few examples of idiomatic expressions in various communicative platforms.

b) Use of linkers and connectors in describing a situation.

Add fuel to the fire/flame – to make things worse.

e.g. The migrant workers are **adding fuel to fire** by not taking any safety measures in the present COVID-19 situation.

Against the grain – that which goes against the expected way.

e.g. Chandrayaan has gone **against the grain**.

Round the clock— continually, non-stop

e.g. Doctors and nurses are working **round the clock** to cure Corona patients.

Avoid something like the plague – stay away from something completely.

e.g. People should **avoid** alcohol **like plague**.

An axe to grind – a problem to discuss.

e.g. America has an **axe to grind** with China on the Corona virus infliction.

To back someone up – to support him/her.

e.g. All the Chief Ministers **backed** the Prime Minister in his decision to continue lockdown.

Ball and chain – a special burden; sometimes a husband or wife is jokingly referred to as a “ball and chain.”

e.g. Educated populace, who do not follow Safety Instructions by the Government during a pandemic are **ball and chain** to the Government.

c) Use of linkers and connectors in **describing a person**

[His/her] bark is worse than his/her bite – describes a person with a gruff demeanor but who isn't that tough.

e.g. My mother-in-law donated Rs.10,000/- for an orphanage proving that her bark is worse than her bite.

d) Use of linkers and connectors in describing **market situation**

All the rage – very fashionable and popular.

e.g. Palazzo and Cold shoulder is **all the rage**.

Apples and oranges – two entirely different matters (often used to refute comparison).

e.g. Veena and Sita are given the same Project. Their execution of the project is **apples and oranges**.

e) Use of linkers and connectors in **Instructions**

All ears – to be listening intently.

e.g. Listen to the audio clipping with **all ears**.

f) Use of linkers and connectors in making **Caution**

All that glitters is not gold – a proverb to describe something shiny with no value.

e.g. Do not trust everybody blindly. Because **all that glitters is not gold**.

Don't judge a book by its cover- Do not come to conclusions.

e.g. The speaker gave an excellent presentation. Yet, we should not **judge a book by its cover**.

g) Use of linkers and connectors in making **Suggestions**

A bird in hand is worth two in the bush- Better to hold onto something that you have now, instead of thinking of something you are not sure of.

e.g. Accept the offer letter from the company without a second thought. **A bird in hand is worth two in the bush**.

Make hay when the sun shines- Take advantage of the present situation.

e.g. Save when you earn. **Make hay when the sun shines**.

Bag of tricks – useful tools to help a situation.

e.g. A good administrator should have his/her **bag of tricks** ready.

The ball is in your court – it is your turn to do something.

e.g. I sent my application to pursue MS at University of Texas and waiting for admission. Now **the ball is in their court**.

Beat around (about) the bush – hesitate in getting to the point; speak indirectly.

e.g. While giving presentations, don't **beat around the bush**.

Better safe than sorry – it is better to choose the secure route in life than have regrets.

e.g. Do not procrastinate. It is **better to be safe than sorry**.

Thus mastery on the usage and understanding the grammatical functions of language and vocabulary aspects of it will help an individual to be a better communicator in Speaking and writing.

5.5 Transition words

They indicate the steps to be followed either to complete a task or to describe a process or a situation. Firstly, secondly, next, thirdly, finally, eventually are a few transition words which are used in describing a stage wise event, process or a situation.

Task 3

Read the paragraph below to understand the function of transition words.

John and Carol’s “dream vacation” didn’t go off as planned at all. **First of all**, their flight was delayed unexpectedly. They had to wait for six hours at the airport. **Moreover**, during the flight, there was a lot of turbulence and Carol got sick. When they **finally** landed, they found that the rental car agency didn’t have a car ready for them. **Fortunately**, they were able to rent a car from another company. **On the other hand**, the weather was rainy and cold in Paris. **Correspondingly**, they had to spend more money than they’d planned **because** everything was so expensive. They were **too** disappointed. **However**, there were many enjoyable moments **also**.

Your Answer:

5.6 Summary

Through this module the students are familiarized with the key concept of language function. Learners understand that language is context based, purpose driven. Eventually, language is primarily functional. Learners also understand the role of connectors and linkers, idioms in performing the language function. Thus both form and function are essential for better communication and for communication with specific purpose.

5.7 Review Questions

1. Analyze the use of various grammatical forms performing different language functions.
2. Develop a story in 300 words using the transition words of language.
3. How different are the functions of linkers and connectors?

4. What are the phrases used in formal requests, apologies, enquiry, arguing and disagreeing?
5. Use the following idioms in sentences of your own.
 - a. have cold shoulder
 - b. cats and dogs
 - c. ball and chain
 - d. eggs in the basket
6. Specify the idioms used in the following situations.
 - a. giving instructions
 - b. giving suggestions
 - c. describing a person
7. Write any four linkers used to show (i) summing up (ii) chronology of events.
8. Write any four connectors used to show (i) reason and cause (ii) contrast
9. Explain the function of an apostrophe.
10. How does punctuation help in conveying the meaning?

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Unit 6 □ Block/Situations - Grading

Structure

6.1 Objectives

6.2 Introduction

6.3 Situations

6.3.1 Introducing Self

6.3.2 Introducing other to you

6.3.3 Making a Request

6.3.4 Seeking Permission

6.3.5 Expressing disagreements

6.3.6 Turning disagreements in arguments

6.3.7 Complaining

6.4 Expressing Gratitude

6.5 Giving Directions

6.5.1 Asking Directions

6.6 Describing a person

6.7 Summary

6.8 Review Questions

6.9 Reading List

6.1 Objectives

After going through the unit, you will develop ability to:

- Gain necessary skills to participate in various situations with appropriate language,
- Use correct grammatical items,
- Assess the ability to use language in various situations,
- Socialize with the people around.

6.2 Introduction

Human beings are gregarious social beings. They are involved in various situations in their life time. They need language to deal with the situations. The language used by people in various situations and contexts differ in their structure but perform certain functions. People need to know basic grammatical items to form correct sentences to convey appropriate information in different situations. In this unit, we will discuss the use of language in varied situations and concentrate on the gradual changes that occur in the use of language.

6.3 Situations

The gradation in the use and functions of language depends on the meaning and context of the situations. I have taken the gradation of Situations, beginning with Introduction of Self and one's experience. A number of situations are explained below.

6.3.1 Introducing Self

A 10 year old child talking to his/her class mate:

Ravi: Hi, I'm Ravi, Raghu.

Raghu: what do you want?

Ravi: Nothing. Simply, I talk to you.

In the above model situation, the language items are simple Nouns and verbs. Concentration is more on meaning rather than grammar.

Now, the same child as college student attended a symposium where he meets people from various parts of the county and needs to introduce self to few people who gathered at the coffee.

Read the example given below:

Mr. Mohan: Hello Mr. Raj, I am Mr. Mohan from Hyderabad.

Mr. Raj: Hi! Mohan, I am Raj, working in EFLU, Shillong Campus.

Mr. Mohan: How do you do?

Raj: I am fine. Thank you. How do you do? I don't think we've met earlier.

Mr. Mohan: Yes Raj. We haven't met earlier. But I have seen you giving excellent presentation.

Raj: Thank you. I 'll catch you later.

In the above example, the situation is same. But the usage of vocabulary, Grammar and syntactical usage is upgraded- modal verbs, wishing, commending, polite reply and question forms are used.

6.3.2 Introducing others to you

You are a newly appointed Manager in Bank of Baroda. Assistant Manager of the Bank introduces the bank employees to you.

Assistant Manager: Good morning. Let me introduce our new Manager, Mr. Aman. I would give brief information about him. He worked for 10 years in Maharashtra, as a clerk and on promotion posted as Manager here. He is also an active member of various NGOs. Welcome Sir.

Manager: Nice meeting you all. Let us hope for a fruitful, working environment in the days to come.

The language used is complex and the use of collocations show grading.

6.3.3 Making a Request

"I don't want milk. Give me coffee". A child to his mother.

Give me that book.

In the above two sentences, the language is simple. The second example sounds like an order. But it is a request in informal situations. A son can say this to mother.

Could you possibly give me a glass of water? Here it is a formal, polite request. May be with an unknown person. Use of adverb shows grading.

You suddenly need to leave to Bangalore on an important meeting. Request your colleague Amar to take up your responsibility in your absence.

You: I am going to Bangalore to attend an important meeting for one week. Would you mind attending the calls on my behalf?

Mr. Amar: Sure. What else can I do for you?

You: Nothing much. Thank you for accepting my request.

If you want to be more formal and polite, you can say, “I would be grateful if you could take the calls.”

The language is complex and its function is in situational gradation.

6.3.4 Seeking Permission

“May I speak to Harish?”

“Can I speak to Harish?”

In the above examples use of modal verbs shows the difference of formal and informal situations.

You need to attend an important family function. You are the Team Leader to do the project work. Seek permission from your manager to attend the function.

Ms. Maya: May I come in?

Ms. Chaya: Yes. Please be seated. What can I do for you?

Ms. Maya: I need leave for one week to attend an important family function, which is obligatory.

Ms. Chaya: You are on an important project and you play a lead role. Am I right?

Ms. Maya: Yes, madam.

Ms. Chaya: How would you complete the assigned work?

Ms. Maya: I will consign the work to Mr. Anup who is capable of. I Coordinate with him and ensure that the work is not hindered.

Ms. Chaya: Okay. Do report the progress of work every day by 6.00 p.m. Your leave plea is considered.

Ms. Maya: Thank you Madam.

In the above example, usage of synonyms, question words, prepositional phrase and relative pronouns show advanced language function.

6.3.5 Expressing disagreement

You joined an English Language Training Centre to learn English. One of your friends tells you that English is easy to learn. You disagree. You both are arguing.

Ms. Jane: Hello Jenny. Nice to see you after a long time. Where are you going?

Jenny: Hai Jane. Nice to meet you. I joined in an English Language Training Centre to learn English. It's been a month now.

Jane: Is it? But, why do you prefer a training centre to learn English? These Training centres have become business minded. You need not go to any language Training centres.

Jenny: No, I disagree with you in this respect. English is a very difficult language. Rules of grammar, vocabulary are very difficult.

Jane: No. Any book on 'How to learn English' can help you. You are unnecessarily wasting money.

Jenny: I strongly disagree. I take leave.

Simple language and use of negative words makes the situation graded low.

You live in an Apartment and you have a four wheeler parking place. You are not using it. Your neighbour, Rani who does not possess a parking space, requests you to keep her two wheeler in your parking area. You disagree with her request.

Rani: Good morning Sir.

You: Good morning.

Rani: Sir, I have not been assigned a parking slot in spite of paying the required amount. Shall I use your parking space till the builder provides me with parking area?

You: Sorry. You can't use my parking.

This is a simple dialogue. Yet, usage of no + pronoun, vocabulary and linkers makes the situation graded.

6.3.6 Sometimes disagreements may turn into arguments

Your manager calls for a meeting and asks suggestions on working extra hours to complete the project on time. One of your colleagues denies the proposal and becomes argumentative.

Manager: Dear colleagues, we have gathered here to look at the idea of working extra hours to complete the project.

Team Leader: I don't agree.

Manager: Why do you disagree?

Team Leader: Oh! Yes I do. Absolutely not possible. We travel from far off places and stuck in traffic jams every day while going home. If we have to stay extra hours in office, it will be too late to reach home. So, I vehemently oppose the proposal.

Manager: You have to rise to the expectation of higher-ups. Don't you?

Team Leader: There were several occasions when we have raised to the occasion. This is for your information.

Manager: I'm not sure if you are right. But, give a second thought on your opinion.

Team Leader: No. I can't.

Usage of technical vocabulary, phrases apart from subject and verb forms make the situation graded high.

6.3.7 Complaining

Student complains for the loss of his book.

Student: Teacher, I gave my English note book to Srinivas. He didn't give the book back.

Teacher: Did you ask him to check his bag?

Student: Yes madam.

Teacher: Have you asked him to check at his home, in his room?

Student: I asked him to check. He said, he checked. He did not find the book.

Teacher: Yes, I will call him and speak to him.

Student: I will tell my parents and they will call Srinivas's parents.

There is no use of proper vocabulary in the above example. But the contextual meaning is conveyed.

Imagine that the computers in the Computers Lab aren't working properly. You are giving a complaint to the faculty-in-charge.

Mr. Ravi(student): Excuse me sir, I need your help.

Mr. Rajesh: Yes. Just a moment please. Tell me, how can I help you?

Mr. Ravi: The computer that is assigned to me isn't working for few weeks from now.

I informed the lab assistant last week. No action has been taken yet. Now, I am unable to complete the tasks assigned to me. What shall I do?

Mr. Rajesh: Use another computer, i.e., computer 30 for today. I will ask the Lab Assistant to solve the problem.

Mr. Ravi: Thank you sir. I wish the problem is resolved at the earliest.

Use of connectors makes the expression clear and the communication is meaningful.

You have booked a room in a five-star hotel. When you reach the hotel, the clerk says that no room is booked against your name.

Karan: Good morning sir. I am Karan from Hyderabad. I booked a room in your Hotel. May I Check in?

Saurabh: I'm sorry sir, we have no record of your booking.

Karan: Well, I booked the room last week. This is quite annoying at the service a star hotel like yours is providing. I would like to speak to the manager. Could you connect me to him?

Saurabh: The manager hasn't reported yet Sir. He is in a meeting with our boss.

Karan: Now, let me know, whether you are going to accommodate me in a room that I specify?

Saurabh: Would you mind waiting Sir?

Karan: Yes. Please see that the needful is done.

The language in the above conversation is 'high' in using refined vocabulary, complexity of sentence construction and use of polite expressions in complaining.

6.4 Expressing gratitude

There will be many situations in life to express gratitude more than saying 'Thanks'. Thanks can also be courtesy. You thank a gate keeper at a Hotel. But it is not gratitude. Few examples to express gratitude are given below which are internally graded in terms of language.

A: I forgot to bring my laptop to office. I have to send an urgent mail. Could you spare your laptop for 15 minutes?

B: Sure.

A: Thank you.

B: That's fine.

A teacher and student

Student: Good morning Sir!

Teacher: Good morning! How are You and your studies?

Student: Good Sir. It's all because of you. You have been kind enough to guide me constantly to complete my project. Without your encouragement and guidance, I could have done this work. I am indebted to you Sir.

Teacher: It's O.K.

Student: Thank you very much Sir. I wish I had a teacher like you in my life.

An elderly person who is on dialysis needs a kidney to get well. A doctor in the same hospital was moved at the pathetic condition of the aged man and donates kidney. The old man expresses gratitude after his recovery.

Old man: Good morning doctor.

Doctor: Good morning. How are you doing?

Old man: I am here to show my gratitude for the trouble you've taken to save me. Your kindness has saved a life. I have no words to express my gratefulness. I would never forget your benevolence.

Doctor: I am delighted to see you happy and healthy now. I don't need anything more than this.

Old man: Thank you doctor and God bless you.

You can see **phatic communication** in the above example.

6.5 Giving Directions

You purchased a new apartment near Rajiv Gandhi International Airport. You have planned for a house warming ceremony. Give directions to your friend to reach the venue.

Shyam: Hello Rakesh. How are you? I invite you for my house warming ceremony this Sunday near Rajiv Gandhi International Airport.

Rakesh: Hello Shyam. Congratulations. When is the occasion?

Shyam: It is on this Sunday at 12.00 noon. Please do come without fail.

Rakesh: Could you give directions to reach your Apartment?

Shyam: Sure. Come to the back side of Rajeev Gandhi International Airport. Take the first right, go straight for one kilometer. You will find a restaurant, the Grand Vindhu. From there, take a 'U' turn, then take first left. Move straight further 200metres. Then take a right turn. You find the apartment 'Omega classic' to your right.

Shyam: See you on Sunday. Take care.

Rakesh: Sure. Thank you for the invitation.

Use of 'linkers and connectors', relative pronouns and modal verbs are seen here.

6.5.1 Asking Directions

A stranger to the city, Hyderabad, wants to reach Prasad Multi Complex Theaters.

Stranger: Could you spare your valuable time for me?

You: Yes. What can I do?

Stranger: Could you tell me the way to reach Prasad Multi Complex?

You: Would you like to take public transport?

Stranger: No. I would like to go on foot. Is the place very far off?

You: Yes. It is. Please take a cab and tell him the name of the place. The driver would take you to your destination.

Stranger: Do you know how much would be the cab fare?

You: I have no idea. Don't worry. The cab drivers are honest and they won't cheat you.

Stranger: Thank you for your help.

In the above examples, the situation is the same, but you can observe the usage of graded language.

6.6 Describing a Person

A boy of 10 years describing his father:

My father is tall and handsome. He works in a Bank. He is very good person. I love him. He gives me whatever I ask.

The language is very simple. But the contextual meaning is not expressed correctly.

An adult describing a traveler

Pico Iyer, in person and in print, is like a swallow in a windstorm. He looks fragile, he bounces adroitly from point to point in a graceful and thoroughly unexpected manner, and he gets exactly where he's going with a minimum of fuss. He calls himself "a global villager on two legs." He says he lives "mostly in Japan and California." He's as comfortable getting on an airplane as most people are making a telephone call.

He's about the best travel writer around — smoother than Jan Morris, less dyspeptic than Paul Theroux, more contemporary and in-touch than V.S. Naipaul or Salman Rushdie. And he's on top of a trend, the blending and merging of people and borders into what he calls post-nationalism, that is changing the world. So it comes as a jolt when he announces (at the beginning of a book tour, naturally) that he's a little sick of the whole thing. A travel writer who's tired of traveling? Here's something new.

In the above description, we can see the use of lucid language.

6.7 Summary

Thus, block/ situational Grading helps in conveying context and meaning of expressions in different situations. Depending on the complexity of context and meaning, language use changes. This is called grading. There are few review questions to test your comprehension. For further study on the topic, consult the Reading List.

6.8 Review Questions

1. "Situations need language to express opinions." Justify the statement.
2. Explain the block/situational grading giving examples of 4 situations.

3. What is the role of grammar in phatic communication?
4. Write useful phrases to communicate aptly in the following situations.
 - a. complaining
 - b. agreeing
 - c. requesting
 - d. describing a person
5. Construct a dialogue between you and your teacher for not completing the Project work in time.
6. Do you agree with the following statements? Justify your answer:
 - a. Specific terms can distort or prevent communication within an organization.
 - b. Phatic communication is also known as small talk to share feelings and establish a mood of sociability.
 - c. Phatic communication does not communicate information or ideas.
 - d. Conversation that helps put people at ease is polite conversation.
7. Show the difference of language use comparing the following contexts:
 - a) Mother's talk to a child.
 - b) Two professionals talk to each other
 - c) Two friends talk with each other.
8. State whether the following are formal sentences or informal sentences:
 - a) Correct grammar and vocabulary.
Lack of grammar and vocabulary.
 - b) The application form is complete.
I have completed the application form.
 - c) Use of complex sentences and structures.
Use of text-style words.
9. Construct a dialogue on using postal and banking services mentioning the following:
 - A) change money and withdrawal at different counters.
 - B) Use an ATM

10. Construct a dialogue on getting around while travelling on the following points:
- a) Answer simple and predictable questions.
 - b) Understand simple instructions.
 - c) Ask for transport information.

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Unit 7 □ Pedagogic Principles of Grading-1

Structure

- 7.1 Objectives**
- 7.2 Introduction**
- 7.3 Concepts in Grading**
- 7.4 Grading Principles**
- 7.5 Grading Patterns**
- 7.6 Principles to check the levels of understanding**
- 7.7 Scores**
- 7.8 Summary**
- 7.9 Review Questions**
- 7.10 References and Reading List**

7.1 Objectives

The students would develop ability to:

- Discover the importance of Grading,
- Explain the reasons for obtaining low Grades,
- Improve performance,
- Explain the reasons for good performance,
- Enhance learning skills.

7.2 Introduction

Grading is a sophisticated technique for assessing and evaluating the performance of a student. The main principle involved in it is to critically examine the skill sets rather than the intelligent quotient. The students' learning process is an ongoing action for the pursuit of attaining the needed standards. The Grading System includes not only students but also faculty, staff, family and people. As the learning experiences of students are an integral part

of educational process, mere scaling or giving percentages would not give the actual status of learning. The overall performance of a student cannot be judged only through evaluation principles. Grading principles and evaluating principles run in concurrence with each other. Grading is a proficiency-based assessment of learning and evaluation is judging the performance. Grading emphasizes accuracy, consistency and clarity of academic as well as individual growth and progress. The best Grading system checks where students end up and how they behaved to achieve the ends. It motivates the student to face failures boldly and overcome them to excel in life.

7.3 Concepts in Grading

The present system of assessing the proficiency through exams, evaluating the learning of the student by giving marks, does not give a comprehensive assessment of the students' assimilation of the learnt subjects. For example, the exams, tests and assignments can only goad the student to monotonous practice of by hearting or memorizing some knowledge, forgetting the major principles of "learning new things." It tends to assess the learning process to a limited extent of giving scales restricted by set rubrics. There are many other facets of learning apart from knowledge. The present curricula in majority of the educational institutions have no scope for assessing the all round development of the students, which the Grading System does. Evaluation process has boundaries of time and space. But Grading can clearly judge the students' ability in each class and in each subject. The relevant standards depending on the set objectives are assessed in the form of outcomes. The outcomes are the result of many experiences and are named as achievement. All the experiences of the students over a period of time cannot be assessed through tests and exams as they involve not only knowledge but also other skills. The mastery over skills is also a part of achievement. But this is totally neglected while examining through tests. Moreover, students need some support to learn and master the skills. Grading facilitates to assess all the above criteria.

Indian classrooms are heterogeneous in terms of socio-economic backgrounds. Every student does not possess the same standards or receptive capacities. But the teacher has to train all the students to attain set outcomes. This is the major problem in the learning process. Equal opportunities are not given to individual students. When individual opportunities

are not given, learning cannot take place uniformly. Grading provides equal opportunities to learn through arranging symposia, project work and field trips. Grading helps the students to learn from their mistakes rather than penalizing them to mark as 'fail'. The 'marks' or 'scores' reflect the current level of achievement of student rather than the 'level of learning.' The students' positive and active performance is tested through normal exam system. But, his/her uninvolvement or inner learning cannot be tested through it. Whereas, grading aims at full attainment of the learner in all the spheres of behaviour. The challenges met by a student in the process of learning, are not taken into consideration by regular exams or tests. Whereas, grading gives scope for judging how much potential the student has in facing the problems.

7.4 Grading Principles

Usually grading is done on scaling basis not on marks. The rubrics the teacher gives on 1-5 range gives full scope for assessing the all round performance. These assessments are incentives for further learning or development. The thought process of a student is pruned and directed towards proficiency through grading. An innate urge to enhance 'skills within' is the major aim of Grading. In order to enhance the understanding abilities of a student, lots of opportunities should be created in and out of the class rooms. Grading needs evidence. To show the evidence, student should practically work on a problem, applying his/her innate skills along with knowledge (which is indispensable). Grading should be based on how well you understand rather than how much you know. When home work is given to a student to assess performance the exact output is not tested as there is a chance to copy or duplicate the ideas. If grading is considered, though the student copies or duplicates, his performance would be graded at the lowest. In grading, even the abstract ideas like love, affection, hard work, intelligence etc. can also be assessed. The plus points of Grading are that it has no time and space constraints. For instance, The students are given Case Studies, as a part of regular assessment apart from Tests to be completed in a stipulated time at home, or through field work. The assessment of these Case Studies is done scientifically, following specific Measurement Tools such as clear indicators, specific rubrics etc.

The overall achievement of a student in a particular subject cannot be tested through exams and marks alone. Ex: Behaviour, missing work, awards and rewards other than

credits etc. cannot be included in exams. Grading ensures fair practices of testing caliber. It encourages free learning thereby eliminating all restraints in the process of learning or access to learning. The students are encouraged by giving grades rather than pass/fail. It helps in instilling confidence among the learners. In this era of stiff competition, marks never stand the test of caliber and capacity. Everyone is scoring more than 90% of marks. As said earlier, marks are the proof for only the knowledge in or of the students. The other corners of behaviour and skills are not tested properly through exams. When a student who scored more than 90% in academics fails in interviews or competitive exams, he is devastated and his morale is shattered leading to unwanted and unexpected results or end. But, grading provides equal opportunities to prove one's talents, correctly assessing one's success.

How important are grades?

Grading not only helps student but also businessmen and employers. The employers chose teams and team leaders by entrusting work and assessing their work by giving grades with specific scales and rubrics. The competencies of candidates are truly judged through grades. The candidates who are selected by taking their grades into consideration, proved to be 'money makers' in their lives. The grading doesn't belittle a student as incompetent or useless as a bad scorer or marks do. That is the reason for foreign universities or renowned universities in India recognize grades to judge the overall performance of candidates. Grades give specific explanation of candidates' goals and objectives. Big companies like Amazon, Netflix, Snapdeal, Alibaba etc. prefer qualitative grades rather than quantitative ones. Grading is assessment to improve but not to brand a person as intelligent or dull.

7.5 Grading Patterns

As Grading tests Understanding of the subjects, clear parameters and rubric should be given. We use Written Tests, Blog posts, Talks, Project works, Case Studies etc. with specific rubrics.

Types of Grading:

The Standardized Grading is of various types. We follow 4 tiered System of Grading. Usually, we mark it with letters and numbers.

- Ex. Grade A ————— beginning or basic understanding of the subject.
 Grade B ————— continued understanding of the subject.
 Grade C ————— Mastery of understanding of the subject.
 Grade D ————— above the expected standards of understanding of the subject.

The letters mentioned above can also be from bottom up, i.e., D, C, B and A. It depends on how one wants to represent the assessment. A Grade is again split into two. The higher level of understanding in it is A+. Likewise B+, B, C+,C, so on with some variation of marks scored.

The proficiency of Fundamentals of any Subject, will be placed as the beginning Grade which is the lowest of the performance of a particular student in the class or group. The understanding up to certain level (already fixed) is at the intermediate level. Advanced level of understanding is the next level. Most advanced ideas are put at the Top Grade.

The Grading can also be represented with colours. The different levels of understanding are shown with multiple indicators. For example:

- Beginners ----- red
 Continuous learners ----- yellow
 Master learners ----- Green
 Above standards of learning ----- blue

7.6 Principles to check the levels of Understanding

The Level of Understanding in Grading depends on many criteria. These are:

1. Content skills: Cognitive Domain is tested and assessed. The rubrics are told to the students well in advance so that they perform to attain the outcomes. The content is assessed with 6 C's. They are: Clear, concise, complete, coherent, confident and closely defined.
2. Identifying Sills: These skills enable to think critically and try to locate the areas of crisis or predicament.

3. **Explaining Skills:** These Skills depend on analytical ability. The problems are seen with a deeper instinct and inferences are drawn. Based on the levels of inferences, which are already earmarked, Grades are given.
4. **Practicing Skills:** Assessing the students' limits to check whether you reached the set goals or not. These skills help an individual to know their weak points in the task taken up.
5. **Demonstrative Skills:** They include all senses of perception like hearing, seeing, smelling etc. These skills allow the taught to show his/her understanding abilities beyond the reach of the classroom and the Teacher.
6. **Mastering Skills:** Making a connection between different concepts learnt in a period of time.
7. **Extended learning Skills:** After locating one's own weak points, and the reasons for obtaining low Grades are known, learning the concepts more clearly extends and improves performance.

As a Live Model of Grading, the following practice gives best results. The Communication Skills are taught with clear and specified Objectives and Outcomes. The skills tested are Speaking, Listening, Reading and Writing. In each of the mentioned skills, a Question Paper is set following Standardized Testing Tools. Different Skills are assessed by different pattern of Questions and Scores. The total marks allocated to each skill vary.

Speaking: On the scale of 5.

Listening: 30 Marks.

Reading: 45 Marks

Writing: 20 Marks

The total Assessment is for 100 Marks. Whereas, the total marks are Standardised to 10 by following Scientific Methods. Grading of Student A and Student B in Communication Skills follows in the next section.

7.7 Scores

Student A out of 10 Marks (standardized mark):

Speaking	Listening	Reading	Writing
6	5	5	4

Then, A's Overall Score would be

Speaking	Listening	Reading	Writing
60%	50%	50%	40%

Average of all the Scores would be 50%.

If the Target Average Scores are given in the following way:

above 80%	= B2
from 60% to 80%	= B1
from 50% to 60%	= A2
below 50%	= A1

Then, Student A's Grade would be **A2**. This is a sample Grading Principle. It varies from person to person and Institution to Institution. Sometimes, extra points or Credit points can also be given, taking into consideration, the student's behaviour and promptness of doing the work. These points may be directly added to marks scored by the student or indirectly through weightage.

The calculation of weightage is usually based on the number of points earned and the number of points Targeted.

At the beginning of the Academic Year, the students are told that the Tests carry 50% Of weightage, Home Work carries 40% of the Score and Project Work would make 10% of the Score. Then, the Weighted Scores of Tests, Home Work and Project would be:

Tests	50%	is equal to	0.5
Home Work	98%	is equal to	0.98
Project Work	90%	is equal to	0.9

If the Weightage Factors decided are 0.5, 0.4 and 0.1 respectively, then

Tests	=	0.5×0.5	=	0.25
Home Work	=	0.98×0.4	=	0.392
Project Work	=	0.9×0.1	=	0.09

The Overall Weighted Scores would be;

$$0.25+0.392+0.09 = 0.732$$

When the above score is converted into percentage, it will be;

$$0.732 \times 100 = 73\%.$$

Calculating in the above method, the overall performance of the Student can be accurately measured.

There are some other practices in different Institutions across the Globe. The latest practices for Grading are:

1. Attendance of a student to the Class.
2. Failure to fulfil minimum attendance.(left to the discretion of the school or college).
3. Withdrawal from the Institution due to failure in Courses or due to other reasons.
4. Unofficial withdrawal (negative marks are awarded influencing grading).
5. Students develop Social Consciousness or binding towards society.

In this way Grading becomes a fair,clear and reliable source or tool of Evaluation. The judgment of quality of the work done can be scientifically tested and results are given.

7.8 Summary

Based on the results, the Target Groups can be motivated to improve their performance thereby setting Higher standards. If required, after Grading, the set goals can be adjusted to the requirement. Consistency in producing good results can be possible through Grading. It strengthens the institutions and makes instruction more effective. The quality of employment would also improve. Grading has more positive effects on learning process than marks system and it is “focus on achievements not on pass or fail, win or lose or gain or loss.

7.9 Review Questions

1. How is grading useful to improve the standards in academic institutions?
2. Elucidate various grading patterns.

3. Write the principles to check the levels of understanding in grading.
4. How is grading calculated? Describe the process briefly.
5. State the criteria considered to give grades across the globe.
6. ‘Grading can differentiate bright students from the average’. Substantiate your answer.
7. Write the advantages of grading.
8. Do you agree with the following statements? Why?
 - a. Teachers need to vary their teaching models to ensure inclusive learning environment.
 - b. Students need to construct their own understanding with teachers.
 - c. What works in one school may be the wrong approach in another.
9. State which of the statements are false:
 - A. Pedagogy is self motivated, self-directed
 - B. Andragogy is teacher driven.
 - C. In pedagogy, learners fell responsible for their own learning.
 - D. In pedagogy, learners learn from one another.
10. Comment on the following guiding principles on grading.
 - a. A grade determines how well the subject is understood by the learner.
 - b. Homework is practice. It does not affect grades.
 - c. Assessments need to provide incentives for the learner to improve on the required work.

7.11 References and Reading List

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Unit 8 □ Pedagogic Principles of Grading-2

Structure

- 8.1 Objectives
- 8.2 Introduction
- 8.3 Teaching and Learning Plans
- 8.4 Parameters of Grading
- 8.5 The main principles of Grading
- 8.6 Uses of Grading
- 8.7 Precautions in implementing Grading system
- 8.8 Method of Grading
 - 8.8.1 Letter Grading
 - 8.8.2 Number Grading
- 8.9 Grade Point Average
- 8.10 Summary
- 8.11 Review Questions
- 8.12 References and Reading List

8.1 Objectives

After going through the unit, the students would develop ability to:

- Review their performance,
- Prepare for further career growth,
- Focus on academic choices,
- Become good evaluators.

8.2 Introduction

We have already discussed the importance and utility of grading in the previous module. When we prioritize English Language to make the best use of its demographic

dividend, this language should be learnt properly and assessed in a scientific way. The Teaching Learning process involves the prime elements like Planning, implementation, monitoring and assessment. Assessment of Teaching Learning Process (TLP) is the key element in forming the values of judgment, educational standards and achievements.

8.3 TLP—Teaching and Learning Plans

Before we discuss Grading Principles, we should have an over-all picture of the TLP and its assessment. The pedagogical practice starts with Curriculum design and the syllabi to different Courses. They are designed based on specific needs. The Objectives or aims are defined clearly so as to reach the expected results or outcomes. Many approaches are in practice to disseminate knowledge to the learners. The student teacher interaction, their active participation in the process would bring the required changes or results. These outcomes should be assessed correctly. Unless the assessment or evaluation of the TLP is done accurately, vague and inaccurate outcomes would be seen. Hence, a correct and proper method of testing and evaluating is necessary. The results are evaluated and the outcomes are assessed to know whether the desired objectives in specific areas of betterment are achieved or not. The assessment patterns are designed scientifically based on the goals set. The outcomes were measured through marks and percentages. But, the latest practice of measuring the outcomes is by using Grading, which is open to changes.

8.4 Parameters of Grading

The basic parameters of assessment through Grading are:

1. Subject Refinement
2. Data Collection
3. Measuring data against the chosen criteria
4. Results
5. Applying the results for further improvement of both the teacher and the taught, institution and prospective Employers, thereby improving the Society at large.

Grading is different from giving percentages as the former assesses the wholesome or all round performance of the Learner. Standardized measurement of a course is needed for

this purpose. The tests and exams can fulfill the evaluation of only knowledge, understanding, Analysis, Application and Synthesis of the Course Material. It can't assess the innate abilities and skills of a candidate. So, to assess the skills along with the other mentioned hard skills, grading is needed. Grading is either in numbers or letters. Sometimes few descriptive words such as Excellent, Good etc can also be used. While assessing the overall performance, sometimes both numbers and words fail to give a total picture of a candidate's performance. Then, Grade Point Average is taken into consideration. This point would be discussed later.

8.5 The main principles of Grading

1. It is Pragmatic, viable and feasible.
2. Reliable patterns are considered which communicate Learning Process and its achievement to students, parents and employers.
3. Valid considerations are made about student Education
4. It gives related information to required persons, enabling them to take important decisions about improving the quality of life.
5. It helps Institutions to make changes in-good-time.
6. It is related to identifiable Learning Goals.
7. It helps in Objective assessment of the performance in all specified areas.
8. Collaborates in identifying the grey pastures in Teaching Learning Process, thereby giving scope for refinement.

Curriculum design is also verified while calculating Grades. If necessary, Curriculum is modified in accordance with the Assessment grades.

If the curriculum design finds to be far away from the demands of the society, it should be modified. For example, the curricula do not contain aspects of Leadership, Time Management and other Soft Skills- which are needed for a student to be successful in life, all these aspects should be incorporated in the syllabi of the courses concerned. This is the main reason for re-modifying the Curricula by the colleges for every two or three years.

When the design of the curricula with specific and time bound Academic Schedules is not prepared, it becomes arduous to calculate GPA.

Hence, special pattern of assessing is followed all over the world due to the following reasons.

- I. Different countries, in fact, different areas in a country concentrate on Primary Education which is compulsory Education. Mother tongues is given prominence along with Mathematics, Social Sciences, Games, Sports, Value Education, SUPW. (Socially Useful Productive Work)
- II. After Primary Education, Secondary Education is offered in many countries. Here, subjects are given importance, reducing the time and opportunities for games and sports. A little weightage is given to Value Education. Arts and crafts, which draw out the innate abilities, are forgotten.
- III. The +two system considers the outcomes in various subjects mostly in six subjects only. Arts, crafts, Value Education have no place here.
- IV. Higher Education has compulsory and Mandatory courses, Soft Skills, Value Added Courses, Computer Education and Sports.
- V. Except Primary Education, in all other stages Mother tongue is neglected, making many students incapable of performing well.
Due to the above disparities and imbalances in Curricula, Overall Grading becomes very difficult and problematic.
- VI. Students from the various streams of Education are unable to take up various National Level Exams as these exams test the overall capabilities of students, not only their performance from the colleges, which do not give emphasis on the holistic development of personality.

Keeping the above acumen in consideration, a sound, fool-proof Grading is indispensable that includes:

The procedure of conducting the tests to protract whether the goals are reached or not,

The positive effects of Teaching-Learning process are assessed or not.

The time and effort in all the fields (hard + soft skills) is estimated throughout the Teaching-Learning process.

To fix the grades, two categories of Assessment are mainly followed: Direct Assessment and Indirect Assessment.

Direct Assessment is carried out through Tests and Exams. Measurable Targets

Indirect assessment tools are Tasks, projects, laboratories, feedback, CES. It is not measurable in terms of marks, but made measurable through some well framed Formal structures such as check lists, notes, homework, surveys and seminars. Direct Assessment is given major weightage and Indirect Assessment is given less weightage.

The fixation of weightage depends on the socio-economic background of institutions and the intake of students.

8.6 Uses of Grading

1. It helps teachers to evaluate the overall performance of the taught and also to modify, enrich and qualify the teaching material.
2. Helps the students to have better understanding of their follies reducing scoring pressures.
3. The students can comprehend the Teachers' perception about their performance, enabling the students to perform better.
4. The student can be exposed to the areas in which his/her improvement is needed.
5. Grading avoids biased marking as there would be set rubric and scales to test.
6. Professional judgment of students is possible as it is based on principles of testing.
7. Enables teachers to play the roles of trainers and evaluators.

8.7 Precautions in implementing this grading system

1. These Guiding Principles of Grading should be explicitly framed and recorded before the commencement of class work/ course.
2. The students should be well aware of the Teaching-Learning –Testing process before they take option to the required course.
3. Grading should not make the Teaching Learning Process effective but should contribute greatly to enhance only learning.
4. Parents should be enlightened about the Grading System

5. Attention should be paid after categorizing students by giving grades as there would be students who are slow learners in certain courses. The special measures taken to improve the learning of the Slow Learners would result in improving the Overall Grade.

8.8 Method of Grading

The Grading Strategies are selected according to the Course Content, TLP and the Outcomes expected.

1. Institutions provide a description of each letter or number grade used in the class to help students understand the level of performance expected for each graded assignment, performance, test or examination.
2. In Grading, failure can be perceived differently. Failure doesn't mean that the student didn't learn anything or the student did not perform as others did in the group. The reasons for failure are studied and turned into a teachable moment to help the student to reach out to the set Outcomes.
3. Continuous Assessment (CA) in the class throughout the semester/year is another major element. Here, various periodical tests, assignments and Exams are given. But this element cannot give a wholesome result as it will not consider the performance of students who were absent. It will not specify the course of further action to give some Grade point to those who missed the CA. For such students, the common practice by majority of the colleges, is to conduct **make-up** Exams and give Grades. These make-up exams are earmarked in the rules and regulations of the colleges. This type of exams should be framed with more difficulty level questions to be comprehensive and to avoid flippant attitude of the students. Some institutions, in place of make-up exams, special opportunities are provided to score higher Grades in the same Course.
4. Indirect Assessments (IA) are useful to turn the failures into teachable, measurable performance. Specific rubrics are the useful tools to assess indirectly, yet contribute to the wholesome performances.
5. When testing or when evaluation tools fail to assess the overall performance of the student, **Gap-fills** such as Feedback and Course End Surveys are considered.

For example, if the behavioral aspects and individual projects are not included in Tests and Exams, you cannot award Final Grade. To assign final Grades, these Gap-fills are functional and useful elements.

6. To give final Grades, most of the institutions follow time to time test of Progress Assessment Techniques to measure the outcomes, where fairness in conducting the tests and evaluation is taken care of.
7. Teacher Observation is another method. Here, the Teacher considers the Notes written or taken by the student, Records maintained, Work-books with scoring guides, check lists are followed, Seminars/work-shops/conferences attended to give final Grade or grade points.
8. The student is expected to produce Work-sheets, videos, presentations and writing samples apart from Tests, Assignments and Exams.
9. The Tests, Assignments and Exams are based on the prescribed Text Books and the Teacher plays a pivotal role. Whereas the student's Activity Sheets (mentioned in point 8 above) are student centered.
10. Grading may be letter Grading or number grading.

8.8.1 Letter Grading

O = Outstanding	or A+
V = Very Good	or A
G = Good	or B+
S = Satisfactory	or B
U = Unsatisfactory	or C

8.8.2 Number Grading

On the scale of 1-5 or 1-10 with specific rubric designed.

Though the methodology of giving Grades is most useful in deciding the performance of students, yet it becomes invalid when different Courses with different Credits are chosen by students.

For instance,

different Grades are given for different Courses, say student A has opted 4 Courses. In one course A secured Grade O, in two courses got V and in the other S, to judge A's

performance, Grading alone cannot help. Another scientifically designed tool other than Grading is needed. So, all the grades in different courses are averaged to obtain a Final Grade which is called **Grade Point Average(GPA)**. This would help in assessing whether the student met the standards and expectations set by the chosen programme.

8.9 Grade Point Average

To calculate GPA certain Grading Principles are used. Principles are:

1. The Grade point average is considered when credit based evaluation is followed by many educational institutions. Each course in the year of study has different objectives and outcomes. So, grades from all courses of a Program in a particular year are averaged to get GPA.

2. The number of credits the students gets in a semester or year is decided by comparing to the total number of credits taken or opted, resulting in GPA.

3. Grades can help to assess a students' outcome in a course but will not give a chance to the employees to choose between candidates who got the same grades. Ex: If two candidates get Excellent or A+ Grades, to differentiate them and select, GPA would be helpful.

4. If the two candidates' GPA accidentally or incidentally happens to be the same, then another principle of Cumulative Grade Average is considered.

Here, there is a technical glitch as various institutions follow different curricula. The evaluation pattern of all the institutions may not be similar. Hence, it becomes difficult to consider the grades given by those institutions while selecting the candidates across the country/Globe. Hence, a different, systemic and technically sound grading system/pattern is required. Then, **Cumulative Average** is considered; No:1, No; 2, No, 3 ----- so on. All the students in a class or group are graded. Among all, No.3 has the chance of improvement not only by scoring in exams, but also showing extraordinary behavioral changes, behavioral aspects and other inborn skills are assessed instantaneously by giving specific rubrics and special scale. Usually the scale would be 1-5 or 1-10. The candidates' skills are rated according to the rubric given and grade points are established. These grade points are added to the GPA and overall Cumulative Grade is given.

1. While calculating Cumulative Average Grades, the performance of a candidate in practical classes, extra and co-curricular activities is taken into consideration.

2. The written and oral exams are only a part of a Cumulative Average Grading.
3. The overall Academic Grading is calculated on the basis of the following structure.

Marks secured in subjects/courses + performance/activities participated + behaviour (general) + performance in the events out of the classroom = Cumulative Grade Average.

Your grade point average (GPA) is calculated by dividing the total number of grade points earned by the total number of credit hours attempted. Your grade point average may range from 0.0 to a 4.0.

If

A+ = 4.00 grade points

A = 3.70 grade points

B+ = 3.33 grade points

B = 3.00 grade points

C+ = 2.30 grade points

C = 2.00 grade points

D = 1.00 grade points

P/NP (Pass/No Pass) courses are not factored in the student's GPA

I (Incompletes) and W (Withdrawals) do not receive grade points and do not have an effect on the GPA.

Example of calculating GPA and CGPA

Semester I

Course	Grade secured	Credits	Grade Points
Maths	A+	4	4×4 = 16
Physics	A+	4	4×4 = 16
English	B	3	4×3 = 12
Drawing	B	3	4×3 = 12
Computers	B	3	4×3 = 12
		17	68

Then, $\text{GPA} = 68 \div 17 = 4.0$

Semester II

Drawing	C	4	$4 \times 2 = 08$
Chemistry	B	4	$4 \times 3 = 12$
Maths	A	4	$4 \times 4 = 16$
C++	B	2	$2 \times 3 = 06$
		<hr/>	<hr/>
		14	42

Then, $\text{GPA} = 42 \div 14 = 3.0$

Cumulative Average

Sem I Grade Points	68
Sem II Grade Points	42
	Total Points = 110
Sem I Credits	17
Sem II Credits	14
Total	Credits = 31

Therefore: Cumulative Average = Total Grade Points \div Total Credits = $110 \div 31 = 3.548$. Can be rounded off to **3.6**.

8.10 Summary

Grades will not be used to punish or reward students but to reflect Student Learning. The grades communicate the teacher's assessment of a student's knowledge and proficiency in a Course. They provide a record of student achievements over a period of time and serve as part of the criteria for student promotion to the next grade level. Other advantages of grades are: a) they provide information for advice and counseling regarding future improvement, facilitate New Course/Program selection, b) provide criteria for honor roll selection and work on behavior assessments, c) provide a record of attendance/punctuality, respect for authority, and compliance with school rules, d) supply a record of student preparedness and report of their task performance, align work-related skills to character education, and e) provide employers with a broader picture of student performance. Though there are certain disadvantages of Grading, they can be ignored as the impact of overall Grading is positive.

8.11 Review Questions

1. Can grading become the best evaluation tool to judge the capabilities or performance of students? Justify.
2. How does grading help to improve the performance of students in seeking good jobs?
3. What are the parameters of assessment through grading?
4. Explain the principles of 'grading'.
5. Write the reasons to choose grading over giving percentage of marks.
6. Describe one Assessment Method to fix grade.
7. Comment on the following statements:
 - a) There should be consistent grading for all subjects.
 - b) Not everything should be included into grades.
 - c) Grading should not be based on average.
8. Discuss different ways of measuring understanding.
9. Classify the following into beginning, advanced, developing and proficient.
 - a. I know you understand it.
 - b. I don't know you don't understand it.
 - c. I think you may understand it.
 - d. I know you have mastered it.
10. Do you agree with the following assessment? What are your views on the overall grades?

marks	Letter	Description
70	F	I need lots of help fro my teacher
70	C	I do not understand concept/ skills
75	C	I have a general understandings of concepts/skills
80	B-	I can have a conversation about the skills
80	B	I can independently demonstrate my knowledge
85	A	I need my notes once a while.
90	A	I have confidence on how to do the skills.

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Unit 9 □ Language Variety and Awareness— Consciousness Raising

Structure

- 9.1 Objectives**
- 9.2 Introduction**
- 9.3 Reasons for variation**
- 9.4 Language contact and its consequences**
- 9.5 Some labels used to identify the variation**
- 9.6 Decision on standard variety and problems involved**
- 9.7 Linguistic tolerance**
- 9.8 Summing up**
- 9.9 Review Questions**

9.1 Objectives

After going through this unit, the learners will be able to:

- a. Understand that all languages exhibit variety
- b. Identify the variations across geographical, economic and cultural boundaries
- c. Understand how languages change due to contact
- d. Adopt a tolerant view of the varieties other than their own

9.2 Introduction

This course deals with different aspects of grammar and language analysis. In the first two modules you have learnt how grammar lends itself to help one express correctly and how it is related to language functions. Further, you had a glimpse of how these items of grammar and language functions can be organised in the form of a syllabus using the principles of selection and gradation. In this module, we will go a little further and take a look at the structure of language from sociological point of view – do all of us, belonging

to a language community, use the language the same way? This is an important aspect of language where studies have revealed that all languages exhibit variety across different sections of society divided by geographic, economic and cultural consideration. That accounts for lending beauty to the language as well as causing some problems. This unit discusses how the variations in language need to be looked at with some tolerance.

9.3 Reasons for variation

Language has many features and we have read about these in our first semester. The features that the language exhibits are called design features and these are common to all human languages. Besides, the features described by Hockett, we also know that language is both organic and dynamic. Language being organic has life, and is natural to all living things; it is dynamic or it is bound to change. The changes that come upon language are influenced by the environment, culture of the users as well as their social status. It is believed that language changes every few miles and we can notice these changes if we are perceptive. This analogy is extended beyond this. One linguist claims that if you walk from your place (say Kolkata) and reach another place (say Bhubaneswar) over a period of time, you will almost fail to see the difference between the two languages spoken in these two different places. This statement, while accepting the fact that language changes, also reinforces the fact that the changes are gradual and less perceptible in the immediate neighbourhood and time.

Take for example the present times. With the invention of computers and mobile phones, the English vocabulary has changed enormously. We know words like ‘Windows’, ‘Word’, ‘Mouse’, ‘Twitter’, ‘Message’, ‘Download’, ‘Copy’, ‘Attachment’, etc., have acquired new meanings. We, as contemporaries of the time, have hardly noticed the changes that have come over. But a person living in a remote area, with little access to the facilities mentioned, may be flummoxed when he/she finds the newer meanings with which these words are used. These are just to illustrate a point, and now let us see the real reasons for language variation.

- a. Language began (origins of languages are still clouded in mystery) as a tool of social communication. Human beings, who lived in a group, wanted to communicate with each other to warn each other of dangers, the source of food,

or place to protect themselves from the ravages of weather, etc. This resulted in producing some odd sounds which later got refined and codified in the form of language. However, it was not one community that existed, but there were several communities and each community developed its own code, though their needs were largely identical. This can be perceived as the first cause of variation in language.

As time progressed, the communities grew larger and split and moved to newer environments when modification in the code generated became inevitable. That was another reason for language variation. When we speak of ancient days, (as we are doing now), we need to speak in abstraction. These abstractions take concrete form when we analyse today's language communities with illustrations.

Here is a simple task for you before we proceed. Take a look at your state which is a linguistic unit– the state that speaks one of the languages as its own, in your case, it is Bangla. If you look at different regions of your state, do you see variations in the way it is spoken and used? The variations can be in terms of lexis, grammar, pronunciation, and something more.

Task 1: Your task is to draw a table, and mention the varieties you are familiar with, one item of lexis that changes in these varieties both in terms of meaning and pronunciation.

Variety	Lexical item	Meaning	Pronunciation

I am sure this has been a revealing exercise. But this is just the tip of an iceberg, and there could be many more facts you can add to this.

- b. Language changes according to the place because of the following reasons. With change in place, the climate, vegetation, food habits, requirement of clothing etc. also stand to change. Such variations demand the invention of new words or bring about a change in the meaning of existing words. Let us look at a few examples. In English, (a) the word 'leech' was originally used to mean a 'doctor'. A doctor

would apply a few leeches on you to reduce your blood pressure. (Read the famous poem ‘*The Leech Gatherer*’ by Wordsworth). Today, ‘leech’ refers to a pest and also to someone who lives as a parasite on others. It just does not mean a ‘doctor’. (b) Similarly, the word ‘silly’ was closely associated with religion. People who were blessed were addressed as silly. Today, the meaning is entirely different and refers to a person whose behaviour is not praiseworthy. Sometimes, we have euphemistic expressions that stick with ancient words when their meaning changes. One such expression comes from Sanskrit *devanam priya*. This was a title given to emperor Ashoka of the Maurya Dynasty. He was awarded this title because of the good work he had executed. Today, the same word is used euphemistically to denote a person who is foolish.

- c. It is not only change in place that brings about a variety, but culture has an equally important role in bringing about changes. The Indian society is divided into several castes and sub-castes depending on the cultural practices, food habits, the professions chosen. Depending on the cultural practices, the language used by the community requires the use of certain words. These words are either invented or adapted from the source language with a change in meaning. Take for example a language like Tamil (spoken in Tamil Nadu). The Brahmin community who speak this language refer to drinking water as *theertham* and not as *thanni* which is a common word used in the same language. The Brahmin community makes a distinction between water that is consumed (for drinking) and water used for other purposes. However, Tamil speakers of other communities do not make this distinction. Similarly, in English, the Queen’s English (which is labelled as the Standard English) uses certain words which are not used by common people. (Read Bernard Shaw’s play *Pygmalion* to see how distinct the language spoken by Professor Higgins is in comparison with Mr. Doo Little.) These differences are seen in all languages across different communities. This becomes evident when we attend marriage ceremonies of different communities – the rituals in community are diverse and demand different vocabulary though the ultimate meaning of the ceremony lies in bringing together two families.

Task 2: You may list a few words and expressions typical of the community you belong to and find out expressions used by other communities to denote the same.

Your response:

9.4 Language contact and its consequences

In our initial discussion in this unit, we have mentioned that language is dynamic, or is bound to change. This is because all languages are organic; they have life. Reflect on the following:

Task 3: You live in a community and you obviously have some neighbours who are very friendly. You meet them every day, and exchange pleasantries, gossip and sometimes food. Over a period of time, it is likely you are influenced by your neighbours and the vice-versa is also true. Just mention a few changes you have brought about in your life because of your neighbours or friends.

Your response:

If human beings are influenced by the neighbours, languages are also likely to be influenced by other languages that survive in their neighbourhood. For example, the Bangla spoken in Purulia differs widely from the Bangla spoken in Cooch Behar or Jalpaiguri. This is because, Purulia borders on states where Hindi and Odiya are spoken while in Cooch Behar and Jalpaiguri the neighbours speak Assamese. What happens when languages come in contact? This is an important aspect one needs to know and let us briefly look at the changes.

Languages in state borders always come in contact with other languages. For examples in Kharagpur, Bangla comes in close contact with Odiya and the two interact with each other. There will be some words and structures that get mixed and this phenomenon is called 'bundling'. This is the beginning of a change. The bundle begins as a pidgin and gradually gains popularity and acquires the status of a parole before it develops into a creole. This is a slow process and may take several years before the changes are noticed and perceived. This proves that languages in contact can give rise to new languages. Konkani is one such language which was born of the union of languages like Marathi and Kannada. Today, it is a distinct language.

9.5 Some labels used to identify the variation

When languages vary, they do not become distinct languages. The community attempts to hold together all the speakers for this gives the community strength. The

variations are called ‘dialects’. The dialects can be regional – northern dialect of Bangla, Rangpuri, which is spoken in Jalpaiguri and Western dialect of Bangla, Manbhumi, which is spoken in Purulia, etc. The dialects, although they are distinct, owe allegiance to the parent language in terms of the large stock of vocabulary, major aspects of syntax, similarity in pronunciation and above all an identity. A person in Purulia will be proud to identify himself as belonging to Bengal than to Jharkhand. Similarly, a person in Darjeeling will be happier to identify himself with Bengal than with Nepal.

Dialects are labels given to regional varieties that are removed from each other in terms of space. When a language varies depending on the social structure (across professions, castes, etc.) such language varieties are called sociolects. Some of the sociolects are profession-specific – for example, the language used by the doctors is not the same as the language used by engineers. The two differ in terms of their lexis and also grammar. Cultural variations can be described only by those who are familiar with the language and not by an outsider.

Task 4 Make a survey of the people around you who belong to different communities and observe their speech and identify the unique features.

9.6 Decision on standard variety and problems involved

When a language exhibits a lot of variety in itself, the community is pressed with the problem of accepting or recognizing a standard variety. This is a difficult task and a lot of power and politics are involved in deciding this factor. However, linguists use a set of norms to decide on the standard variety. That variety of language which is used for writing is often considered the standard variety. This is because a written document provides adequate data that can be analysed consistently and objectively. (The spoken variety, although it can be analysed with modern devices, is transient in comparison with the written form.) The language of media (broadcast and print), the language of the textbooks used in schools, the language of administration lend support to the identification of a standard variety. The standard variety, since it is also the language of administration, wields power and people aspire to learn this variety in preference to other varieties. Therefore, this variety is also known as the ‘prestige variety’. This was one reason why Indians learnt English during the colonial times. However, the standard variety is a matter of opinion, and

what we need to understand is that all varieties are equally important and respectable. With this argument, we can say that the standard variety is more of a myth or belief and this status is thrust on one of the varieties by its people. There are no scientific procedures to determine one variety as better than the other.

9.7 Linguistic tolerance

When we live in a society that exhibits variety, it is essential for us to understand that each variety is a different version of the same language. We should understand the reasons for variation (which have been explained earlier) and that each variety is respectable. This is called linguistic tolerance, and such tolerance should extend beyond dialects to other languages as well.

9.8 Summing up

In this unit we have looked at how languages form a binding force among its users. The main purpose of language is to facilitate communication among its members and help them live a peaceful and harmonious life. In establishing this fact, we have looked at some of the reasons that bring about changes or variations in language across space, time and culture. We have discussed each of these variations with illustrations. We have also cited examples of languages in contact and the result of such contacts. Finally, we have concluded the chapter with a discussion on establishing one variety as the standard variety and the problems involved in doing so.

9.9 Review Questions

- a. How did language probably originate?
- b. What are some of the major reasons for change of language within a community?
- c. Do all languages change on similar lines?
- d. What happens when languages come in contact?
- e. Explain the words 'bundling', 'pidgin', 'parole' and 'creole'.

- f. How many regional varieties of Bangla are available? Name them and give a unique example of each variety.
- g. How do languages change across culture?
- h. What are the reasons for such change? Give some examples.
- i. Is it possible to say one variety is superior to the other?
- j. How is a standard variety of a language chosen?
- k. Where is the standard variety of Bangla used?
- l. Why is the standard variety also known as the prestige variety?

Unit 10 □ Tolerance and Use of Taboo words

Structure

- 10.1 Objectives**
- 10.2 Introduction**
- 10.3 Language Variations revised**
- 10.4 Language Variations extended**
- 10.5 Jargon, argot and other varieties**
- 10.6 Social respectability to language varieties**
- 10.7 Taboo words and their place in language use**
- 10.8 Pedagogic implications of knowing taboo words**
- 10.9 Summing Up**
- 10.10 Review Questions**
- 10.11 References**

10.1 Objectives

After going through this unit, the learners will be able to:

- a. Understand the further variations in language use
- b. Get familiar with some expressions used in the darker world
- c. Get familiar with some of the labels used to identify these variants
- d. Understand the benefits of knowing these variants

10.2 Introduction

In the last unit, we discussed the various uses to which language can be put and how our language use is influenced by the environment around the people who use it. The environment is both natural and social or physical and moral that lends special vocabulary to the language which further gets manifested in the form of grammar for forming sentences. Despite all these variations, the language still performs one function and that is communication,

and the principles guarding communication remain unaltered with the variations brought about in the language. In this unit, we shall continue our discussion on language variation and look at its use which is generally not acceptable in a decent society. Why is such a use of language important? Why should we know this? These are some questions that get answered in the course of this unit.

10.3 Language Variations revised

Let us take a quick look at the points discussed in the previous unit. We began with a statement that language variation is natural as all languages are organic and dynamic. The languages keep changing over a period of time, and they are also subject to change from place to place and community to community. Languages also vary according to the professions its users follow. We have seen examples of such variations and also provided you with adequate reasons for such changes which are observed as a natural phenomenon. We have also suggested some tasks to you and while working on these tasks, your understanding of language variation must have become clearer to you. We would like you to work on two tasks to reconfirm your understanding of the previous unit before proceeding with the present one.

Task 1

- a. Go round your neighbourhood and meet people who belong to different communities and professions. Observe the language they use carefully. Make a note of some special features of each community and profession. How do these differ from how you use language? Write a descriptive paragraph of about 250 words.
- b. Write a paragraph in which you highlight the variations you have seen in language use among people which are not discussed in the previous unit. You may use 250 words for writing your response.

(Please post your responses to the tutor for a feedback.)

10.4 Language Variations extended

In this unit, we shall look at some more variations. Let us begin with some of the games children are fond of playing. Here are a couple of descriptions and after going through these descriptions, we will have a task.

- a. Some children evolve a code to communicate with each other. They use this especially to share a secret which they would not want the elders or other friends to understand. How do they do this? Between every two syllables, they add an additional word which could be nonsensical, e.g., I *ka* am *ka* *gokaingka* to *ka markaketka*. This is construed, and the children's language is more sophisticated. And this is a code used in speech and done at a rapid rate. Here between every word an additional meaningless 'ka' is added. When the sentence is spoken fast, it may cause difficulties in understanding for an outsider. This is one example.
- b. Some children have the ability to speak in reverse and at normal speed. They make this a habit to pass on messages between one another and this is also done deftly in the presence of others. The illustrative sentence in the first example can be spoken as 'market to going am I' This can be made more complex by adding meaningless words in between or introducing some unwanted consonant sounds.

Task 2

In your childhood, have you played games like this? Can you describe one game in detail which in your assessment was very successful?

Your response:

If children can invent languages like this, the need to invent a secret code for communication could be much more among adults. Take for example the people involved in the profession of espionage (spying). They may need to pass on messages to their superiors without being caught. To be successful in such communication, they may need to develop a code. Take a look at this letter of recommendation:

I warmly recommend Mr. Harindranath for promotion, who has been working with me in this office for the last one year.

There is nothing I can really say about him,

To discredit his ability to work and

Least to say he messes up with files.

He is diligent and punctual in attending the office

Being late and absenting oneself is a usual habit

In others, he trusts with work and helps them

Never ever minding to complete his own work.

At the bottom was a note: As I was writing this, the fellow was peering over my shoulder. Please read only the alternate lines 1, 3, 5 and 7 only. This is one way in which you can code your message intelligently. Having read this letter, do you think Harindranath's boss is really recommending him for promotion?

This is just one example that I could spin to help you understand how language can be coded to send the right message to the intended receiver. You must have seen these things happening in movies and stories – thieves, ruffians, and magicians writing messages in coded words. Do you remember any of these? Can you cite some examples?

Task 3 Write them in the space provided below:

Your response

10.5 Jargon, Argot and other varieties

Jargon and Argot are, in many ways, synonyms. However, the two terms differ from each other and here are the definitions of both the words given to help you compare them:

Jargon refers to special words or expressions used by a profession or a group that are difficult for others to understand, e.g., medical jargon, legal jargon, etc. A word like 'infraction' is common when two doctors are talking to each other, but a layman like you and me will find it difficult to understand the same. Similarly, a word like 'intestate' may be easily understood by a lawyer, banker or a judge whereas the ordinary people may find it difficult to grasp the meaning easily.

Argot, on the other hand, is a special language spoken by a particular group of people which other people find difficult to understand. (from Collins Cobuild Dictionary). For example, we have the argot of teenagers, argot of the sportsman, argot of pirates, etc. Occasionally, argot is also recognised as slang for it lacks social respectability.

Taboo is slightly different, and here is how we define a taboo and later discuss how taboo words are essential and when used in decent society is couched as euphemisms. We will discuss this in detail in a later section.

10.6 Social respectability of language varieties

The language used in society by its members demands certain amount of restraint in terms of the choice of vocabulary. Certain topics are not discussed in the open or when

youngsters are around. The varieties that are being discussed here are departures from the standard variety and are used with caution. Such expressions are called taboo expressions and we shall discuss them in the next section.

10.7 Taboo words and their place in language use

Let us begin with a proper understanding of the term ‘taboo’. Normally, there are things that we avoid speaking for we believe these are inappropriate in good company. Certain words and expressions are considered either shockingly vulgar or obscene to be uttered in public. A person uttering such words may be considered silly. Generally, adults choose their words with care, and when it becomes inevitable to refer to a topic related to sex with four letter words, throwing out bodily waste matter, and even death and disease. Often they couch them with substitutes or use euphemistic expressions in place of the taboo words. How does this process happen, let us look at it with a few examples. However, the examples cited here may not be universally applicable for the concept of taboo words changes from culture to culture.

In this unit, we shall introduce you to some of the taboo words (by class) used in English and their implications. Use of taboo words can suggest intrusion on your privacy, belittling you, and indicate the upbringing of the person using such words. Taboo words fall into the following categories:

- (i) expressions related to body, body parts, sex and sexual activity;
 - (ii) expressions related to cultural practices related with death and other rituals
 - (iii) Using swear words
 - (iv) Words to suggest gender discrimination
- i. Body and body parts: The human body is a complex composite of various organs. Some of these are considered private and not for public display. These are covered securely when going out in public. An obvious mention of these body parts can be offensive in most of the societies and many a time these are substituted by other words and such substitutions are unique to languages and culture of the people. For example, in English *willie and pussy* are used as substitutes for male and female reproductive organs respectively. Most of these body parts are related to the activities associated with excretion or sexual acts.

Similarly, a toilet is often referred to as loo, or washroom or restroom (depending on which side of the Atlantic you are). Sexual activity is hardly referred to in decent society.

- ii. Death and associated rituals: This is especially true in the Indian culture, where death and rituals associated with cremation are hardly uttered in the house. Death is often referred to as ‘long sleep’ or ‘attaining the lotus feet of god’ or ‘moved to the heavenly abode’, etc. These expressions do not hide the fact that the person is no more, but the severity of the blow is softened by using a few pleasant expressions. Similarly, a word like ‘*shraddha*’ could even be a swear word or a curse though this is a ritual that is observed with all sincerity in memory of the dead people. Other words that are generally not uttered are words associated with crematorium, and a few symbolic things carried during this ceremony – a new earthen pot, fire in front of the house, shaving your head, etc.
- iii. Using swear words: Swear words are generally associated with people and their profession in the Indian context – especially women who earn a living by providing company to men are not mentioned in decent societies. The equivalents of concubine or a prostitute are indeed abusive. Such terms are also associated with certain professions considered to be lowly. These are best avoided in social conversations in decent circles. Women referred to above are often referred to as ‘women who never attain widowhood’ suggesting they have a companion in life at any time.
- iv. Words to suggest gender discrimination: There are often words that are sexist in nature – and these are to be avoided. In fact, some abusive words used in Indian languages deride women. Look at these expressions: ‘son of a widow’; ‘son of a woman with lose character’, etc. There are also stronger words of abuse to suggest one who sleeps with his sister or mother. These are expressions used while one is engaged in a quarrel or a fight. Besides these, there are words that obviously suggest some work as exclusive of women – maid servant, housewife, char maid, seamstress, etc. Many of these jobs have now been taken over by men, and we are yet to find words to represent men engaged in such jobs. To date, terms like ‘police woman’ or ‘post woman’ sound odd though we have women employed in these jobs. Attempts have been made to use neutral terms for positions of esteem – chairperson (instead of chairman). There is also an

attempt to delink the job for the label given to certain professions – sanitary inspector (instead of scavenger), marginalised class (slum dwellers), economically weaker section (poor), specially-abled or differently-abled (handicapped), etc. The invented terms are said to be neutral and less offensive.

10.8 Pedagogic implications of knowing taboo words

This unit helps you to become aware of the words that can be used in social conversations and what best to avoid. The unit also helps finding alternate expressions. The pedagogic value of the unit is seen in helping the learners proper use of language, following norms of etiquette.

10.9 Summing Up

In this unit, we have discussed how language use varies from situation to situation, across communities, cultures, and nations. All language learners need to be aware of these variations to communicate with efficiency. Variation becomes a necessity to pass on secret messages, and such a need is felt from the early days of childhood and teenage. Some ways of coding is suggested which in a sophisticated manner are used in espionage. The unit further discusses the terms jargon, argot and slang. These are associated with special professions or groups of people and their use of language makes it difficult for others to understand. The unit concludes with a discussion of taboo words and their social implications.

10.10 Review Questions

- a. What does language variation mean?
- b. Why does language show variation?
- c. What are some of the applications of variation?
- d. How do children device secret ways of communication?
- e. Where is secret communication most essential?
- f. Do criminals have secret codes to communicate?

- g. What are special words used by professionals known as?
- h. Are slang and argot popular in decent society?
- i. Why do people hesitate to talk about certain aspects?
- j. What are some of the taboo words in your language? (give a translation of the word in English)
- k. How are these taboo words concealed?
- l. What are the norms of social etiquette in conversations?
- m. Why should we know taboo words and how do we use this knowledge in the classroom?
- n. What are some strategies used to soften the blow of using offensive words in our languages?

10.11 References

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Unit 11 □ Discourse Analysis

Structure

- 11.1 Objectives
- 11.2 Introduction
- 11.3 Conversation Analysis
- 11.4 Conversational Maxims
- 11.5 Conversational Turns and Exchanges
- 11.6 Discourse Analysis and Pedagogic Applications
- 11.7 Summary
- 11.7 Review Questions
- 11.8 References and Reading List

11.1 Objectives

After going through the unit you will be able to

- learn conversation analysis
- understand how to interpret language forms
- learn on the speech acts

11.2 Introduction

This unit considers the ways in which we interpret the functions of utterances in terms of the speaker's intentions. The structure of spoken language is the domain for our discourse analysis. The spoken language as found in conversations, interviews, commentaries, speeches are naturally occurring spoken discourses. Do you know how ethnographers, sociologists, anthropologists, and psychologists focus on discourse analysis?

Your answer:

The structure of social interaction is studied by ethnographers and sociologists. This includes the way people enter into dialogue, how people interpret the function of what they

say. Anthropologists are concerned with the analysis of oral narratives, of myths and folktales. Psychologists experiment on the mental processes in comprehension. Other disciplines contributing to discourse analysis are artificial intelligence, philosophy, as well as rhetoric and style. Discourse analysis assumes that meaning is conveyed by complex exchanges in the participant's beliefs and expectations, the context in which they interact and on their world knowledge. So, when did Discourse Analysis appear? Discourse Analysis as a research method in language analysis first emerged in the 1970s. Hymes's 1964 work on sociological study of language was a model for spoken discourse. Sinclair and Coulthard, in 1975, studied recorded spoken discourses from classrooms and found the structural patterns in teacher-pupil interactions. These are discussed in section 3.4. Spoken discourses are uncertain and haphazard exercises, which are unpredictable with interruptions and diversions. How are these forms analysed?

11.3 Conversation Analysis

The British philosopher, J. L. Austin, was the first to discuss the many functions of utterances in interpersonal communication. In his book *How to Do Things with Words* (1962), he had put forth a set of ideas on the way language was put to communicative use. These ideas were further developed by the American philosopher John R. Searle in 1969. The Austin-Searle idea is that using language can be a form of action which is as real as physical action. These "uses" of language were the 'speech acts'. In the 1960s and early 1970s speech act theory joined a broader stream of research. The speech acts or communicative functions which Austin and Searle had talked about in isolation were inter-related to form larger units in analysis of spoken and written discourse. What are speech acts?

Your answer:

The speech form expressed by an individual that presents information as well as performs action is a speech act. For example, the phrases "I would like a saddle, could you please pass it to me?" is a speech act as it expresses the speaker's desire to acquire a saddle, as well as present a request that someone pass the saddle to the speaker. Speech acts cover actions such as 'requesting', 'commanding', 'questioning' and 'informing'. Speech acts can be described in terms of *forms* or in the syntactic analysis of language and the *functions*, or in the use of the language. This is illustrated in the following:

	Forms	Functions
Did you read the book?	Interrogative	Question
Read the book (please).	Imperative	Command (request)
You read the book	Declarative	Statement

When the forms: ‘Did he ...?’; ‘Are you?’; or ‘Can they...?’ are used to ask a question, it is a direct speech act. For example, when the speaker needs some information, and asks the hearer to provide the same, a **direct speech act** of the following type would be produced: Can you walk the distance? Now, let us come to indirect speech act. For example, in the sentence; ‘Can you pass the ticket?’ the function is not a question at all. It is a request to the hearer to perform the action. The request which is presented in a question form is an **indirect speech act**. Whenever a form other than the one listed beside the utterance is used, we get indirect speech acts. Let us take another example. ‘You left the exit open’. If it is pretty hot outside and the speaker says this to someone who has just entered the room, then this is understood as a request instead of a statement. The speaker is indirectly requesting the hearer to close the exit. Indirect speech acts are more polite than direct speech acts. Can you state the reasons for this?

Your answer:

Indirect speech act functions as a request for an action. Thus, it is a safer strategy to find out the listeners desire to perform an action or to put forth the speaker’s intentions in getting the job done. Indirect speech acts are some complex social assumptions. It is always open to the listener to misunderstand an indirect request, either accidentally or deliberately. For example, let us consider the following two examples:

a) Teacher: Mihir, there’s no chalk in the classroom.

Mihir: No Sir, there isn’t any.

Teacher: Well, go and get some then!

b) Visitor: Excuse me, do you know where the Market is?

Passer-by: Oh sure, I know where it is. (And walks away)

Austin had distinguished utterances into **performatives** and **constatives**. In a performative speech act, the utterance and the action occur at the same time. For example, when someone says, ‘I apologize ...’, ‘I regret’, the utterance immediately brings a

new psychological or social reality to the context. A regret or an apology takes place when someone regrets or apologizes and not before. Constatives are statements that convey information. They are sentences that assert something about a fact or state of affairs and are judged to be true or false.

Task 1: Find the performatives and the constatives in the following:

“Who knows what it means to ‘get the gist of things?’” Ms. Hughes asks.

“It means that you get the general idea,” Leon answers.

“That’s exactly right and today you are going to participate in an activity called GIST. You and the rest of your group will work together to figure out what the reading means. Because this introductory chapter is what I call ‘tough text,’ difficult to read and understand, I want you to stop after each paragraph. Your group will write one sentence to summarize each paragraph. When you are finished reading the introductory chapter and writing the summary sentences, you should have a good understanding of Mark Twain and his place in American history. We will talk about the chapter after you have completed the reading.” (Mantle-Bromley 1997, 253)

Your answer:

Participating in a ‘Gist’ is a performative act, because the utterance brings a new reality. The most of the conversation in task 1 is performative, except the last sentence. This is constative since it will judge the comprehension of the learners. The last but one sentence is on reading, understanding, and summarizing. These are all performatives. The five types of speech acts discussed by J R Searle are representatives, directives, Commissives, expressives and declaratives. These again are of various forms.

I Representatives: In representative speech act, the speaker’s intention is to assert the speaker’s belief. For example, assertion, statement, claim, hypotheses, description and suggestion sentences.

- a) Assertion – a confident and forceful statement of fact or belief, e.g., His assertion that his father had deserted the family.
- b) Statement – a definite or clear expression of something in speech or writing, e.g., Do you agree with this statement?
- c) Claim – an assertion that something is true, e.g., He was dogged by the claim that he had CIA links.

- d) Hypotheses – a proposed explanation made on the basis of limited evidence as a starting point for further investigation, e.g., His steady state hypothesis of the origin of the universe.
- e) Description – a spoken or written account of a person, object, or event, e.g., People who had seen him were able to give a description.
- f) Suggestion – an idea or plan put forward for consideration, e.g., Here are some suggestions for tackling the problem.

There are two tasks on Representatives. The first one is worked out for you.

Task 2: Find out the representative speech acts for the following:

The story of ‘Old English’

On the surface, the expression ‘Old English’ seems to possess a sort of natural and obvious face value. The modifier ‘old’ couldn’t be clearer. More importantly, the noun ‘English’ is even more unequivocal, in that it uses the most basic and effective way – the same word – to suggest the fact that ‘there is indeed a fair amount of continuity between Old English and Modern English’. However, even a cursory glance at an actual language sample will at the very least induce readers to wonder just to what extent this can indeed be considered ‘English’. (Saraceni, 2016, p. 25)

Your answer:

Statement—On the surface, the expression ‘Old English’ seems to possess a sort of natural and obvious face value.

Description—The modifier ‘old’ couldn’t be clearer.

Claim—More, importantly, the noun ‘English’ is even more unequivocal, in that it uses the most basic and effective way – the same word – to suggest the fact that ‘there is indeed a fair amount of continuity between Old English and Modern English’.

Assertion—However, even a cursory glance at an actual language sample will at the very least induce readers to wonder just to what extent this can indeed be considered ‘English’.

Task 3: Find out the representative speech acts from the following:

Many teachers believe that most students’ perceptions of language learning need to be altered. Students assume that the new words they are learning can be “plugged in” to existing syntactic structures. ... Teachers, for their part, have a less widely recognized but

analogous problem. They often assume, in teaching “culture”, that new cultural patterns can be fitted into their students’ existing cultural framework. (Mantle-Bromley, 1997, 437)

Your answer:

II Directives: In a directive speech act, the speaker tries to get someone else to do something. Different kinds of directives are: commands, requests, challenges, invitations, orders, summons, entries, and dares.

1. Commands – the ability to use or control something, e.g., He had a brilliant command of English.
2. Requests – an act of asking politely or formally for something, e.g, A request for information.
3. Challenges – a call to someone to participate in a competitive situation or fight to decide who is superior in terms of ability or strength, e. g., He accepted the challenge.
4. Invitations – a situation or action that tempts someone to do something or makes a particular outcome likely, e. g., Tactics like those of the colonel would have been an invitation to disaster.
5. Orders – an authoritative command or instruction, e. g., He was not going to take orders from a mere administrator.
6. Summons – order someone to be present, e. g., A waiter was summoned.
7. Entreaties – an earnest or humble request, e. g., The king turned a deaf ear to his entreaties.
8. Dares – have the courage to do something, e. g., A story he dare not write down.

Task 4: Mention the speech act of the following:

- a) Come in, won’t you?
- b) Could you lend me a pen, please?
- c) Don’t touch that.
- d) ‘I can’t find my coat’.
‘What is this then?’
- e) You haven’t seen my watch anywhere, have you?
- f) We would ask passengers to have their tickets ready for inspection.

Your answer:

III Commissives: Commissives are used to express intentions, to commit to some future action. They are promises, oaths, pledges, threats and vows, and can be performed by a speaker individually or by the speaker as a group member. Different kinds of Commissives are:

- i) Promise is a declaration or assurance that one will do something or that a particular thing will happen, e.g., What happened to all those firm promises of support?
- ii) Oath is a solemn promise, often invoking a divine witness, regarding one's future action or behaviour, e.g., They took an oath of allegiance to the king.
- iii) Pledge is a solemn promise or undertaking, e.g., The conference ended with a joint pledge to limit pollution.
- iv) Threat is a statement of an intention to inflict pain, injury, damage, or other hostile action on someone in retribution for something done or not done, e.g., Members of his family have received death threats.
- v) Vows – solemnly promise to do a specified thing, e.g., The rebels vowed to continue fighting.

Task 5: Mention the Commissive speech acts in the following sentences

- a) I'll be back.
- b) I'm going to get it right next time.
- c) We will not do that.

Your answer:

IV Expressive – is a speech act where the speaker expresses positive feelings to the addressee, who has done a service to the speaker. Examples of expressive speech acts are apologizing, deploring, congratulating, thanking, welcoming.

Task 6: Mention all the above in a spontaneous discourse:

Your answer:

V Declaration: A speech act that change the reality in accord with the proposition of the declaration. The utterance alters the external status of the situation, for example, blessings, firings, baptisms, arrests, marrying, juridical speech acts such as sentencing, etc.

Task 7: State whether the following are expressive or declaration. Add five other examples from the two categories.

- a) I would like to congratulate you on your exam results.
- b) I don't understand. 'Don't you? I'm sorry.'
- c) Joe didn't phone, and neither did Kate.
- d) 'I'm getting married.' 'You're getting married? Who to?'

Your answer:

Thus we find that in identifying speech acts, we are analysing meanings of individual sentences. This was one of the main ideas behind Austin's **speech act theory**. John Austin's theory directs speech acts into two classifications: 1. They are for analyzing isolated sentences from the discourse, and 2. To assume a logical obsession that a standard sentence is a statement that describes a situation, or asserts a fact, and is justified as true or false. John Searle opposed these views and claimed that we use multiple speech acts (three or four) simultaneously in speaking and writing. That is (a) we utter a sentence (Austin refers to this as an act of locution), (b) we refer to an object, (c) perform an illocutionary act and (d) perform a perlocutionary act. What are these (four) distinguishable speech acts? Let us discuss them.

In a speech act analysis, the effect of utterances on the behaviour of the speaker and hearer is studied from three different speech acts. The First is *locutionary speech act*, where the fact that a communication has already taken place is recognized. The constatives and performatives, discussed in section 3.2 are two kinds of locutions. The *illocutionary* acts are speech performances which are internal to locutionary act. For instance, if someone promises another person by saying, "I promise to buy you an ice-cream", the speaker actually performs an act of promising by simply saying those words. They are the real actions which are performed by the utterance, where saying equals to doing, as in betting, plighting one's troth, welcoming and warning. For the utterance "I will buy you an ice-cream", the act of promising is implicit in the action. There are two types of illocutionary forces: a) implicit and b) explicit. Explicit illocutionary acts are of two types – i) lexical and ii) grammatical. The following examples illustrate the lexical type:

- 1. I promise to buy you an ice-cream.
- 2. I warn you I shall leave in five minutes.
- 3. I beg you not to leave so early.
- 4. I really thank you for staying back.

The verbs promise, warn, beg, thank are performative verbs. They act especially to encode illocutionary force. The grammatical type encodes illocutionary force through grammatical structures of the utterance. For example:

- a. You wrote the article.
- b. Did you write the article?
- c. Write the article!

Perlocutionary acts are performed with language as a tool. They are the effects of the utterance on the listener, who accepts the bet or pledge of marriage, is welcomed or warned or just convince or persuade someone to do something. The elements that define the act are external to the locutionary act.

Task 8: Complete the following chart by selecting the speech acts with justifications and discuss in your group.

	Locutionary	Illocutionary	Perlocutionary
Representatives			
Directives			
Commissives			
Declarative			
Expressive			

Your answer:

11.3 Conversational Maxims

The success of a conversation depends on the intention of the speaker as well as the co-operative principles that are adopted during interactions. A conversational maxim is any of the four rules which were proposed by H. P. Grice in 1975. These four maxims are:

1. The **maxim of quality** states that speakers' contributions to a conversation ought to be true. They should not say what they believe to be false, or lack adequate evidence.
2. The **maxim of quantity** states that the contribution should be as informative as is required for the purpose of the conversation. Thus too little or too much should not be said.

3. The **maxim of relevance** specifies that contributions should clearly relate to the purpose of exchange.
4. The **maxim of manner** states that the contribution should be perspicuous, it should be orderly and brief, avoiding obscurity and ambiguity.

Task 9: Are the following common expressions indicators of Maxim of Quality or Maxim of Quantity?

- a) I won't bore you with all the details.
- b) Now, correct me if I am wrong
- c) As far as I know
- d) Well to make a long story short
- e) I'm not absolutely sure

Your answer:

11.4 Conversational turns and Exchanges

Conversational turn is a convention that people follow to speak. It is a rule in conversation that keeps it from continually breaking into jumbled and disorganized talk. People usually signal some way in advance when they are about to conclude. The clues may be semantic ('So anyway.....', 'Last but not the least...'), speech itself can be modified – by lowering its pitch, loudness and speed to show a turn is about to end. When we speak, we look away from our listener at equal proportions, but as we conclude we look at the listener more steadily.

Conversational analysis initiates with the smallest possible units in interactions. These units are 'exchanges' or 'interchanges' and in the sequences of their occurrence in minimal forms, they are composed in initiate utterances (I) and response utterances (R). As in:

I: What is the method?

R: Total Physical Response.

The interaction above is a two part exchange common in the contexts of question – answering, inform-acknowledging, and complain-excusing. In a three part exchange,

the response is followed by a feedback (F). Three part exchange is found in teaching situations.

Teacher: Where were the books kept? (I)

Pupil: On the shelves. (R)

Teacher: Yes, that's right, on the shelf. (F)

When the participants of a conversation operate with different rules and expectations, misunderstandings and mutual recrimination lead to unsuccessful conversations. An important aim of discourse analysis is the context, where people from different cultural backgrounds interact. For example, a common misunderstanding of men and women participants is the use of head nods and *mhm* noises. Discourse analysts say that there are two participants mean two different things. When a woman does it she simply indicates that she is listening, and encourages the speaker to continue. The male interprets it to mean that the woman is agreeing to everything he is saying. In contrast when a male does it, he means that he does not agree, which is interpreted by a woman as he is not listening. The male reaction to it is 'it is impossible to say what a woman thinks' and the female reaction is 'you never listen to a word I say.'

Can you discuss two other examples? Discuss them from your specific listening situations.

Your answer:

a)

b)

11.5 Discourse Analysis and pedagogic applications

Discourse analysis can have threefold applications or three 'D's in teaching listening. These three 'D's are description, discrimination and design. The first two are for description of speech stream into segments and discrimination of adjacent utterances. To engage learners with classroom listening practice, we can design/select materials at the discourse level for teaching selective and general listening. Let us analyse how to use conversation maxims, conversation turns and exchanges and speech acts in listening situations.

		Monologue	Dialogue
1.	Conversational Maxims	A story, a recipe, a mini-lecture	Authentic voice mail messages
2.	Conversational turns and Exchanges	Talks, lectures, speeches	Telephonic conversation
3.	Speech Acts	Public announcements	Spontaneous commentary
4.	Conversation Analysis	News, written talks	Spontaneous conversations

Contracted forms, repetitions, rephrasing and a formal and deliberate style are usually found in the listening discourses. Other features are colloquialisms, fast pace, variations in accent and natural rhythm. Spontaneous talks such as commentaries and conversations can be of varying speeds, incomplete sentences and colloquialisms. Tasks on completing information highlighting these features can be difficult for the learners. Telephonic conversations are unscripted spontaneous talks between non-native speakers. These discourses are structured, turn-taking, careful enunciation and slow paced. Slow paced discourses such as scripted news, written talks and lectures based on shared contextual knowledge can be selected for developing listening skills. To get an overall gist of the discourse Task flexibility is important in L2 listening.

Task 10: State the applications of discourse analysis from the following:

1. Analysis of adjacent utterances, which constrain each other (for example, I'm lookin' fer Jay'n Biren. Have yaseen'm?)
2. Use of discourse markers by speakers (such as *well* and *you know*) to signal interactive features.
3. Summing up gist of conversations at regular intervals using formulations.

Your answer:

11.6 Summary

Discourse analysis works with utterances, or sequences of words in specific spoken texts. In the section on the applications of discourse analysis in pedagogy, teaching listening through discourse analysis is discussed to examine the transient nature of listening

discourses, i.e., spontaneous creation and real time perception. Working on the tasks will guide you to analyse spoken utterances and exchanges. The spoken structure is simpler and has a different structure and writing. This is discussed in the next unit.

11.7 Review Questions

1. Distinguish between Direct and Indirect speech acts.
2. Cite 10 examples of directives
3. Cite 5 examples of the Maxim of Quantity.
4. Discuss the Speech Acts as stated by Searle.
5. Discuss Austin's Speech Act theory.
6. Discuss Constantives and Performatives from a discourse.
7. Cite 10 examples of representatives
8. What are conversational maxims?
9. Discuss the pedagogical implications of Discourse Analysis
10. Analyse the following paragraph in terms of conversational maxims:

Mr. Tong's kindergartners are learning the names of body parts. Because he has a number of English language learners in the class, Mr. Tong decides to use total physical response to support their understanding of the English for the parts of the body. He begins the lesson by saying, "Point to your head," as he demonstrates. He motions for the students to join him in touching their heads, and nods and smiles as they follow his lead. He then introduces, "Touch your chin," as he demonstrates. He alternates the two commands for a few minutes and then adds, "Touch your nose." Mr. Tong repeats these three commands several times before he drops the demonstrations and gives just the verbal commands. (Herrell and Jordan 2012, 85).

11.8 References and Reading List

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Unit 12 □ Textual Analysis

Structure

- 12.1 Objectives
- 12.2 Introduction
- 12.3 Cohesive Factors in Textual Structures
- 12.4 Interpreting written text
- 12.5 Principles of textual analysis
- 12.6 Strategies in teaching Textual Analysis
- 12.7 Summary
- 12.8 Review Questions
- 12.9 References
- 12.10 Reading List

12.1 Objectives

After going through the unit, you will be able to

- learn different aspects of textual analysis
- understand the strategies of teaching textual analysis
- know how to interpret written texts

12.2 Introduction

Textual analysis is analysing the way sentences work in a written sequence to produce logical and consistent stretches of language. This written language is found in all forms of ‘texts’. Texts can be defined broadly as books, book chapters, essays, interviews, discussions, newspaper headlines and articles, as well as any form of communicative language which is documented. The task of textual analysis is to identify the linguistic features that cause the sentences to be connected to form the unified whole. Halliday and Hassan, 1976, recognize different cohesive factors that bind a text together. These are discussed in the following section.

12.3 Cohesive Factors in Textual Structures

Conjunctive relations refers to the logical relationship that is created by what is about to be said is explicitly related to what has been said before through contrast, result and time. For example, I left early. However, Mike stayed till the end. Lastly, there's the question of cost.

Task 1: Underline the conjunctive adverbs from the following sentences:

1. John kept talking in the class; therefore, he got in trouble.
2. She went to the store; however, she didn't find anything she wanted to buy.
3. I like you a lot; in fact, I think we should be best friends.
4. Your dog got into my yard; in addition, he dug up my petunias.

Your Answer:

Coreference is a feature of the written text that cannot be interpreted without referring to some other feature in the text. There are two types of coreference, anaphoric relations that look backwards for their interpretations and cataphoric relations that refer forwards. For example;

Several houses were in the view. *They* appeared picturesque.

Listen to this. Jenny is getting married.

Task 2: Identify the coreference features in the following sentences and the type.

- a. Jasmine said she would come.
- b. What can I help you?
- c. I would like to know the number of Mr. Mark.
- d. Wait a second please. His number is 872590.

Your answer:

Substitution is the replacement of a previous expression or word. For example,

I have got a pen. Do you have *one*?

Will we get there on time? I think *so*.

Substitution occurs to avoid repetition. Substitutions which refer to meanings, can be of three kinds. These are nominal, verbal and causal.

Task 3: Underline substitutions from the following sentences:

- i. She tried to get a ticket but she couldn't get one.
- ii. The water from the factory was that from the local reservoir.
- iii. The books he read were those which he found in the library.
- iv. A. Do you think I should phone Prakash and ask him to come and look at my machine.
B. Yes do.
- v. Pamela always brings us back chocolates when she travels. She bought some Swiss ones from her last trip.

Ellipsis is the omission of a piece of structure (one or more words) that are obviously understood but that must be supplied to make a construction grammatically complete. For example,

'Where did you see the car?'

'In the street', (implies 'I saw the car in the street').

Ellipsis can express hesitation, changes of mood, suspense, or thoughts trailing off. Cite three examples of ellipsis.

Your answer:

Repeated forms

In repeated forms there is repetition of an expression, word, meaning and idea in whole or part more than once. For example,

Mary Brown arrived.

Mary brown was cross.

In writing, repetition can occur at many levels: with individual letters and sounds, or phrases.

Alliteration or repetition of consonant sounds at the beginning of a word; Peter Piper picked a peck of pickled peppers.

Assonance or the repetition of vowel sounds, which can occur at any point in the word. For example, in the following sentence,

His lips will slip the truth eventually.

The front high vowel /i/ occurs word initially in the words: his, lips, will, and slip.

Consonance or more general repetition of consonant sounds, where the sounds can occur at any point in the word. For example, in the sentence,

Susie suddenly whistled to call the cats to supper.

The voiceless fricative /s/ occurs word initially, medially and word finally for the words: supper, suddenly, Susie, whistled, cats

Task 4: State the type of repetition from the following:

1. “ ‘Are you hurt?’ he repeated”
2. Do you do voodoo?
3. The duck struck some luck.
4. Time after time
5. It is what it is.
6. Get ready; get set; go.

Your answer:

Lexical relationships are the connections that are established between words. One lexical item enters into a structural relationship with another. For example,

The flowers were of many *colours*.

He liked the *pink* ones best.

Synonymy, antonymy, hyponymy, homonymy, Polysemy, metonymy, collocations are lexical relations which recognize patterns of association between one lexical item and another. Lexical relationship is recognizing several kinds of sense relations between lexemes.

Task 5: Mention the lexical relations of the following:

- a. Manual-novel
- b. Manual-hand book
- c. Book-manual
- d. Book-book
- e. The book –a manual

Your answer:

Comparison is a consideration of the similarities or dissimilarities between two things or people. A compared expression is presupposed in the previous discourse. For example; ‘That offer was *bad*. This one’s far *worse*’.

Task 6: Underline the comparative expressions from the following.

1. You have a big house. My house is bigger than yours.
2. Jeff has good grades. Her grades are better than Jeff's.
3. The Arctic Ocean is deep. The Pacific Ocean is deeper than the Arctic Ocean.
4. Joey is polite. You are more polite than Joey.
5. My brother is taller than I am, and he is elder too.

Your answer:

12.3 Interpreting Written Text

Written texts are structures which are well thought-out and thus well formed. There are norms in creating a written text which are specific to the system of language. Textual analysis can have implications in language teaching in monitoring comprehension. While teaching text structure we need to tell our learners to recognize the structure of the text. This contributes in organizing information and the details while reading. Textual structure usually displays links from sentence to sentence. The different kinds of textual structures are; Description/ definition, sequence/time, problem-solution, comparison and contrast, cause and effect. The meaning of a text is affected by its structure. Let us look in detail.

Description/definition these text structures display a detailed description which gives a picture of the text to its reader. There are various kinds of descriptive patterns depending on person, object and place. The five types of descriptive texts are describing process, describing an event, describing personality, describing object and describing place.

Task 7: Read the following texts and identify the type of descriptive text:

- a) The sunset filled the entire sky with the deep color of rubies, setting the clouds ablaze.
- b) The waves crashed and danced along the shore, moving up and down in a graceful and gentle rhythm like they were dancing.
- c) The painting was a field of flowers, with deep and rich blues and yellows atop vibrant green stems that seemed to beckon you to reach right in and pick them.
- d) The soft fur of the dog felt like silk against my skin and her black coloring glistened as it absorbed the sunlight, reflecting it back as a perfect, deep, dark mirror.

- e) The old man was stooped and bent, his back making the shape of a C and his head bent so far forward that his beard would nearly have touched his knobby knees had he been just a bit taller.
- f) “It was a cold grey day in late November. The weather had changed overnight, when a backing wind brought a granite sky and a mizzling rain with it, and although it was now only a little after two o’clock in the afternoon the pallor of a winter evening seemed to have closed upon the hills, cloaking them in mist.” [Daphne du Maurier, Jamaica Inn]

Your answer:

Sequence/ time: the structure that puts items in chronological order. The markers for these text types are ‘first’, ‘then’, ‘next’, finally, at the end. These items are adverbs and prepositions. The structure of the text gives the reader a list of chronological events in a sequence. Other sequence markers are conjuncts, connectives, linking devices.

Task 8: Which of the following paragraphs is a text in chronological order?

- a) Delhi is believed to be part of Indraprastha, the capital of the Pandavas, in the epic Mahabharata. It was founded around 5000 B.C. it was earlier known as Hastinapur meaning ‘elephant city’. The name Delhi derived from the word Dhilika’.
- b) Delhi was ruled by several dynasties. The Tomaras-Chauhans from 736-1192, and the Mamluks from 1206-90. They were followed by the Khiljis from 1290-1320 and the Tughlaqs from 1320-1413. The Sayyids were there from 1414-51, after whom the Lodhis (1451-1526), and the Mughlas (1526-1857) ruled. It was under the British rule from 1857-1947.

Your answer:

Problem-solution is type of text structure which sets up a problem or problems, discusses the solution, and the effects of the solution. The text pattern is an organization of information expressed as dilemma and its remedy. These texts introduce problem-solving skills and abilities connected with innovative and creative thinking, a lateral mindset, adaptability and flexibility, level-headedness among others.

Task 9: Read the following excerpts and identify the problem, cause and solution.

One of the serious problems faced by large urban areas is traffic jams. The main reason for this is that there are too many private cars on the roads. A viable solution is to

introduce more park-and-ride schemes. This is where you park your car in the outskirts of the city, and take a bus for the final part of your journey. This public transport system is very regular running every ten minutes.

Your answer:

Comparison and contrast text structure focuses on the ways certain things or ideas are similar or dissimilar with each other. They have to be related to each other. For example, playing an instrument cannot be compared with reading a book. But reading a book can be compared with e-reading. Interpreting comparison and contrast texts, the learner can make connections between text ideas and engage in critical thinking.

Task 10: Find the discourse markers and the comparison contrast points from the following:

It would cause some people to laugh, if the characters of the Disney movies were compared to be the same. The notion is absurd for people who watch Disney movies. Each of the stories is different, where the hero may or may not win a war and the princess her prince. The classic Disney stories, ‘Cinderella’ and ‘The Little Mermaid’ are similar. Teenagers under the parental cover try to escape the main characters of both the stories, because of their uncanny similarities. The main characters are fatigued and distressed at home and choose to deal with in different ways.

Your answer:

Cinderella and The Little Mermaid

Similarities



Differences



Cause and effect text structure represents the causal relationships between a specific event, idea or concept and the events, ideas or concepts that follow. Common text markers are ‘because’, ‘consequently’, so. Weather patterns describing why a particular storm occurred, is an example on cause and effect text type. Cause is why something is happening. Effect is why something has happened.

Task 11: Identify the cause the effect sentences from the following.

Gum makes mess in the classroom. Gum is a distraction. Students are not allowed to chew gum in the classroom.

People are exposed to germs. They don't dress properly. They fall sick.

Your answer:

Cause

Effect

12.4 Principles of Textual Analysis

a) Activity principle –

We are, regularly, not the passive recipients of the interpretations generated by the teacher, but actively participate in assimilating meaning for the text. We are prompted by the desire to give meanings to the text individually guided by our infusion of ideas from background knowledge.

Task 12: Mention two of your background ideas (what you have previously read) on the following text.

“One of the firm points in the history of English and other European languages is the idea that they share a common ancestry. The striking similarities observable among virtually all European languages and several Asian ones have led linguists to hypothesize a common Indo-European origin for these languages, dating back to migrations that took place during a long period, possibly from as early as 10,000 years ago. Since there is no written record from that time, much of the scholarly work that has been conducted has been based on hypotheses.” (World Englishes, 21)

Your answer:

b) Process principle

In the process principle, the form and meaning of a text is central. We as learners respond to the text not as a whole but part by part as it unfolds before us. The idea is to discover the unfolding and evolving nature of the text. Both activity principle and process principles are learner-centred and focused on the skills of interpretation.

Task 13: Interpret the following text with process principle.

“Culture is not the same as literature. Both the creation and appreciation of literature rest upon aesthetic values which have at their very core patterns of preferment and rejection that are at marked variance with the totality of experience in which culture

as its roots. A literary work presents a personal perspective on the predicaments of human life, upon which is superimposed- if it really is literature- a floodlight of intent, effect, and affect that is the very essence of fine art. Some of our most incisive penetrations into the ethos of a given culture come to us through the efforts of the literary artist. Yet in the nature of things, literature can supply us with but a part- through clearly a most valuable part – of what needs to be taught under the heading of culture.” (Pathways, 20-21)

Your answer:

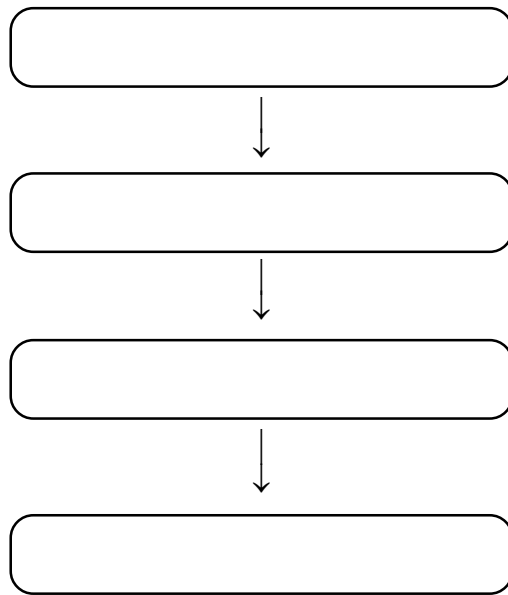
12.5 Strategies in Teaching Textual Analysis

There is no straight-forward method of teaching textual analysis. There can be more than one reason why it is done, how it has to be approached. The learners may come with the kinds of knowledge it produces and processes of how it works. In terms of epistemological possibilities, a strategy in textual analysis is about how we go about the analysis and why it is done in the interest of the teachers and students. Let us look into one strategy of textual analysis.

First, the learner has to be exposed to examples of texts that correspond to each text structure. There are markers and lexical representations in the text specific to the individual text-type. The learner has to look for these clues next. Then, the learner can collect information for a visual representation of these text-types. And finally, the learner can diagram these structures using graphic organizer. On the next stage, the learner can be introduced to models of writing with the different text structures. The learner can use the information collected during reading different text types, for writing paragraphs with text structures. These strategies can be used with the whole class, in groups or individually. Learners can further work on a fiction or non-fictional writings of their choice for identifying and analysing text structures. The writing task is a follow-up activity after the reading assignment.

Task 14: Draw the following graphic organizer on the strategy of text structure analysis:

Your answer:



12.6 Summary

Textual Analysis is an area which has multiple applications in Language Teaching. In Textual Analysis, the learners have the opportunity to learn from reading and writing texts with activities. The unit was a discussion on the theoretical aspects and pedagogic applications of Textual Analysis. The analysis of the different text structures assists in developing cognitive and critical thinking skills in language learning. The classroom applications on Textual Analysis can be modified according to the learning needs.

12.7 Review Questions

1. What is textual analysis?
2. What are the principles in textual analysis in language teaching?
3. Discuss the strategies in textual analysis.
4. How would you teach textual analysis to the high school students?
5. What is a text structure?
6. Discuss text structures with examples from language teaching.
7. What is a cohesive factor? How were they discussed by Halliday and Hassan in *Cohesion in English*, 1976?

8. Can textual analysis be taught at primary school? Discuss with illustrations.
9. What are the processes in learning textual analysis?
10. What is the basic difference in learning textual analysis from reading skills and writing skills?

12.8 References

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12.9 Reading List

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Unit 13 □ Practical Task-1

Structure

13.1 Objectives

13.2 Introduction

13.3 Summary of the Units discussed in Module 1

13.4 Tasks 1 to 11

13.5 Summary

13.6 References

13.1 Objectives

At the end of this unit, the learners will be able to:

- a. Revise the contents of the first module of this course.
 - b. Recall the concepts of grammar as used in language.
 - c. Revise their knowledge of Language functions,
 - d. Provide answers to the exercises related to these topics.
-

13.2 Introduction

In this unit, we will revise the contents of all the four units in module 1. These four units cover the following aspects: The first two units of this module (Module 1) deal with Grammar in Communication; while the last two units deal with Grammatical Analysis of Language Function. To help you recapitulate the contents of these units, we will begin with a summary of the four units, and then begin with the tasks.

13.3 Summary of the units discussed in Module 1

Unit 1 of this course (in Module 1) has four sub-topics. They are divided into two parts and each part is discussed in two units. The first two units (Units 1 and 2) discuss Grammar in Communication; while the last two units (Units 3 and 4) discuss Grammatical

Analysis of Language Function. A brief summary of each of the units is provided before exposing you to tasks and exercises on these topics.

Unit 1 largely discusses the importance of grammar in language use. Language use and grammar are inseparable and the rules of grammar include a variety of topics not excluding punctuations. This unit deals briefly with the role of punctuations, and how a wrong punctuation can lead to changing the meaning of the sentence is demonstrated. It further shows how ambiguity in sentences can be resolved with a proper knowledge of grammar and finally closes with a discussion on the use of prepositions.

Unit 2 of this module discusses further uses of grammar and takes a detailed discussion of Nouns and Verbs, and their prominence in language use. It is possible to identify these classes of words either by their inflexion or by their position in the sentence. Verbs and nouns also form phrases and the unit takes into consideration the use of some phrases briefly.

Unit 3 and 4 begin with a discussion of the language functions and how these functions become manifest with the proper use of grammar. Various functions are listed and the explicit grammar items used to express these functions are delineated.

We shall now focus on different exercises based on these four units.

13.4 Tasks 1 to 11

Grammar and Communication

Task 1:

Here are **six** statements. Go through each one of them, and say whether they are true or false. If true, mark (T) and if false, mark (F) in the brackets next to the statement.

- a. Grammar gave birth to language. ()
- b. Grammar is integrated with language. ()
- c. Grammar can be learnt independently of language. ()
- d. Without grammar, meaning cannot be expressed. ()
- e. Grammar gives a definite shape to the language. ()
- f. Grammar and communication are independent of each other. ()

Answers: a (F); b (T); c (T); d (F); e (T); f (T).

Task 2:

Punctuate the following sentences: Use capital letters where essential.

- a. the ganga flowing through kolkata is one of the biggest rivers in india that empties more than a million gallons of water into the sea every day.
- b. many people believe that english grammar is expedient and important only to educators forgetting the point that grammar is the foundation of communication.
- c. men women and children baskets in hand brave the chilly mornings to pick the saffron flowers that grow in kashmir and considered the best in the world.
- d. knowledge of grammar rules help in developing learners ability to think logically and clearly whereas a person with poor knowledge of grammar leaves a negative impression.

Task 3:

Read the following paragraph carefully, and replace the nouns with pronouns where necessary. All the proper nouns have been highlighted.

Mother asked **Totto Chan** all sorts of questions. **Mother** finally discovered what it was all about and what was going to happen. **Mother** thought **Totto Chan** ought to see it, as **Totto Chan** wouldn't have many opportunities. **Mother** even thought **mother** would like to see the car arrive herself.

Task 4:

In the paragraph given below, the prepositions are missing. In the brackets, a list of prepositions that can be used are given. Complete the paragraph by inserting the right preposition. Some prepositions can be used more than once.

(to, on, in, of, from, between, through, toward, inside)

At a signal the children had ____ run _____ a wooden ladder propped up _____ its side, crawl _____ it, _____ the rungs, take an envelope _____ a basket, open it, and if the paper _____ said, for instance, Sakko's mother, they would have ____ find her ____ the crowd ____ spectators.

This brings us to the close of Unit 1 of Module 1. We have looked at some of the uses of theory, punctuations, prepositions, pronouns discussed in the unit. From here we will move on to Unit 2 of the same module where we will look at the use of Nouns, their types, Verbs, Adverbs and Adjectives. We will have a few exercises, in solving which you may have to go back to the unit for clarification or answering.

Task 5:

Say whether the following statements are true or false by writing (T) for true and (F) for false statements in the brackets given.

- a. Word order in a sentence is fixed ()
- b. When the word order changes it is only the meaning that changes ()
- c. When the word order changes the sentence always becomes ungrammatical ()
- d. Every word in a sentence has a meaning to convey ()
- e. There are two types of words in a sentence – functional and structural ()
- f. Structural words hold the functional words together ()
- g. We can have sentences without any functional words ()
- h. Both functional words and structure words are important in a sentence ()

Answers: a (T); b (F); c (F); d (F); e (T); f (T); g (F); h (T).

Task 6:

Take a look at the paragraph given below and identify all the Nouns in the paragraph. Classify the nouns into different categories as shown in the grid given.

Totto Chan kept her promise and put everything back into the tank. It was a terrible job getting it out, but putting it back was much quicker. She put some of the wet earth in, too. Then she smoothen the ground, put the cover back properly, and took the ladle back to the janitor’s shed.

That night before she went to bed Totto Chan thought about the beautiful purse she had dropped into the darkness. She was sad about losing it, but the day’s exertion had made her so tired it was not long before she was fast asleep.

Nouns	Proper	Common	Material	Pronoun

Task 7:

You have studied different types of nouns – proper nouns, common nouns, collective nouns, and abstract nouns. Give ten example of each of these types in the table given below. One example has been given at the top for each category.

Proper Nouns	Common Nouns	Collective Nouns	Abstract Nouns
Netaji	Leader	Army	Victory

Task 8:

Along with types of nouns, you have also studied three different cases that the personal pronouns take - nominative case, possessive case, and objective case. In each of these cases, the pronouns can be either singular or plural. In the following table list all the pronouns according to their case and number.

Case	Singular	Plural
Nominative		
Possessive		
Objective		

Task 9:

In this task we will focus on verbs (unit 2 of Module 1)

State whether the following sentences are true or false. Write (T) if the sentence is true or (F) if it is false.

- In English we can have a sentence without a verb (like in Telugu). ()
- Verbs do not have gender. ()
- There is a close relationship between nouns and verbs in sentences. ()

- d. Tense and aspect are the same in verbs. ()
- e. English operates only on two tenses. ()
- f. Progressive and perfective are called aspects of a verb. ()
- g. Voice denotes the state of the subject in a sentence. ()
- h. With an intransitive verb we cannot have an active sentence. ()
- i. Stative verbs do not take an object in a sentence. ()
- j. Verbs change in form while converting direct speech to indirect speech. ()
- k. Meaning of Active and Passive sentences are the same. ()
- l. Action verbs need not have an object. ()

Answers: a (F); b (T); c. (T); d. (F); e. (T); f. (T); g. (T);
 h. (T); i. (T); j. (T); k (F); l. (F).

Task 10:

- a. What is the difference between a regular and an irregular verb? Write briefly in about three sentences.
- b. We have come across the terms strong and weak verbs. These are terms used for regular and irregular verbs. Regular verbs are called ‘weak verbs’ while the irregular verbs are called ‘strong verbs’. Do you know the reason?

Here is an explanation. Read this and list ten irregular verbs in their present, past and participle forms in a tabular form.

Regular verbs are called weak verbs because they follow a pattern in the forming of their past forms and participle forms. Normally, this happens with the addition of ‘-ed’ and ‘-en’ to the main verb. E.g. Talk, talked, talked. (These forms are also called the first, second and the third forms.) In many regular verbs, the third form remains the same as the second form. Since they follow a pattern without change, they are considered docile and hence labelled weak forms.

Irregular verbs are called strong forms. They do not follow a pattern and break the pattern while forming past and participle forms. Since they break the pattern, they are called strong forms. E.g. go went gone.

Irregular verbs are smaller in number, about 200 verbs and you can find an exhaustive list in some of the books of grammar and also in some dictionaries. Provide ten examples of the irregular verbs in all their three forms.

Verb	Present	Past	Participle
Find	Find	Found	Found
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Task 11:

When verbs combine with prepositions, and/or particles, they are called phrases. Often the meaning changes. Here is an example:

To call: To draw someone's attention, but

Call on: To visit someone. We **called on** our grandparents when they were sick.

There are many more prepositions that this verb 'call' can take. Make a list of phrases with the following verbs. Use each phrase in a sentence to bring out its meaning. (Some phrases are given, and you may add to the list.)

Look at

Look out

Look up
Look after
Look down
Look through
Call on
Call out
Call at
Call after
Call in

This brings us to the end of Unit 13. In the next unit we will look at some more tasks based on Adjectives and Adverbs and also revise briefly nouns, pronouns, prepositions and verbs.

13.5 Summary

In this unit we have discussed some of the concepts introduced in Module 1 of this course. Further we have discussed the importance of grammar and provided a summary of all the units in Module 1. Based on the contents of Module 1 a variety of tasks and exercises is presented to help the learners recall and reinforce their understanding of the contents studied earlier. The tasks are in the form of responding to true false questions (to help recall the concepts) and exercises in punctuation, use of pronouns, and prepositions. All these exercises are completely contextualized thus helping the learners (to) frame similar exercises with their students. Besides filling in blanks, there are classification tasks and usage tasks for nouns and verbs including phrases. The unit concludes with these tasks and the next unit continues with more tasks on items not discussed here.

13.6 References

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Unit 14 □ Practical Task-2

Structure

- 14.1 Objectives
- 14.2 Introduction
- 14.3 Summary of Unit 13
- 14.4 Tasks
- 14.5 Summary of the Unit
- 14.6 References

14.1 Objectives

After going through this unit, the learners will be able to:

- a. Recall the conceptual discussion on some aspects of grammar,
- b. Identify different types of tenses used and their meanings in context,
- c. Use appropriate connectors to join words into phrases and clauses into sentences,
- d. Understand the use of affixes in English,
- e. Understand the use of adjectives and adverbs in different types of sentences.

14.2 Introduction

In this unit we shall look at a few more exercises and tasks to practise the grammar items we have learnt in module 1. Some of the topics based on which exercises will be presented here are as follows: Tenses, Conjunctions (connectors), Suffixes and Prefixes, Adjectives, Adverbs, Sentences types and Clauses. That seems to be quite a lot. But since most of these are inter-related, the task of going through the unit will be enjoyable and help you remember and reinforce your learning of grammar.

14.3 Summary of Unit 13

In the previous unit we looked at some of the basic elements of grammar. We began with a discussion of the importance of grammar in language use and how it helps us

improve our expression. Further, we looked at some items of grammar like articles, prepositions, pronouns, nouns and a few types of verbs. Rather than looking at these items in isolation, we made an effort to build a context in which these items are used by providing a variety of exercises. Care was taken to keep the format of the exercise familiar, bringing about modification in the rubrics and the item structure. This had a dual purpose of providing practice as well as helping the learners with a model to build exercises for use in the classrooms that they teach. This unit continues on a similar note and looks at further items in grammar and builds tasks and exercises to provide practice. Since we had eleven tasks in the previous unit, we will begin with task 12 in this unit.

14.4 Tasks

In the course of this unit, we will begin with prepositions (further use of them) and move on to looking at some more items in Active and Passive voices. Once this is done, we shall take up exercises on the use of tenses and their meanings before moving to suffixes. We will conclude this unit with a few exercises on the uses of Adjectives, Adverbs, Sentence types and Clauses.

Task 12:

Prepositions:

Prepositions are unique items of grammar in English. If you look at the word, it has two parts ‘pre’ meaning ‘before’; and ‘position’ meaning ‘place’. Prepositions are words that are placed before some other words, and these other words are nouns. Prepositions always occur before nouns or pronouns in the objective case. What function do they perform? They show the relationship the noun/pronoun has to some other noun or pronoun. E.g. Mother is **inside** the house. In this sentence ‘inside’ is the preposition and it occurs before ‘the house’ which is a noun. It shows the relationship between the ‘house’ and ‘mother’ which is another noun.

Prepositions that show relationship with space (place) are called spatial prepositions, while those that show relationship with time are called temporal prepositions. The same preposition can be used in both senses. Take a look at this sentence:

I will meet you **at** six o’clock **at** the dining hall.

Here ‘at’ is used as temporal in the first instance and as spatial in the second instance. We will have some exercises to understand this.

Read the paragraph below and mark all the prepositions. Classify the prepositions as spatial or temporal as the case may be, and also mention the two nouns that are related because of the use of prepositions. One example has been done to help you.

On 13th February 2006, I experienced a journey underwater **in** the naval submarine INS *Sindhurakshak*. The submarine dove **to** a depth of **about** 30 meters and started cruising. I visited the control room, where the crew explained the functioning **of** the submarine, showing me the manoeuvring operations and buoyance-control mechanism **with** great enthusiasm. It was a thrilling experience **for** me **to** cruise **with** the chief of naval staff, Admiral Arun Prakash, and shown the underwater communication, target identification and launch systems. This was followed **by** the firing **of** a torpedo **to** simulate an attack **to** show the combat capability **of** our underwater force. The torpedo showed remarkable homing ability. I realized the complexities involved **in** underwater warfare.

(from *Turning Points*, Abdul Kalam)

The Submarine cruised **for** nearly two hours and covered a distance **of** twenty nautical miles. **After** spending this time, we surfaced smoothly **to** the top and reached the ship to get back **to** the shore. The journey **to** the shore took another thirty minutes. But it was the best 150 minutes **of** my life on the sea.

(This part is not from the book)

Clue: There are 22 prepositions. Most of them are spatial, and a few are temporal.

Preposition	Spatial	Temporal	Other nouns
To	Spatial		Torpedo and attach

Task 13. In this task let us take a look at the connectors. Connectors are conjunctions and these words join two words of equal status. A noun is joined to another noun or a verb to another verb. e.g. boys and girls (noun + noun)

Work and play (verb + verb)

Conjunctions can also join adjectives and adverbs like they join nouns and verbs.

e.g. bold and beautiful (adjectives)

hastily and clumsily (adverbs)

Further, these connectors can also combine (join) two sentences. Such sentences can be in equivalence (similar meaning) or bring about a contrast, or make one sentence less important than the other. If there is equivalence between the sentences, such connectors are called ‘coordinating’ conjunctions. If the relationship is one of main sentence and the other a dependent sentence, such connectors are called ‘subordinating’ conjunctions. Here are two examples to illustrate this concept.

My mother loves me **and** I love her too. (Coordinating)

My mother loves me, **when** I obey her. (Subordinating)

Let us take up a few exercises and tasks to understand this item of grammar. Here is the first task:

Combine these words in the two columns using *and*, *or*, *but*, as appropriate. Make some changes (such as adding not, also, etc.) in the second column. Each word can be used more than once. Try and get at least 25 pairs of words. In fact, more pairs are possible, and the more you get, the better it is for you.

Column A	Column B
Boys	Vegetables
Toys	Tea
Fruit	Work
Coffee	Games
Play	Eat
Drink	Girls
Good	Trousers
Bright	Blouse
Light	Dark
Pen	Frolic
Shirt	Pencil
Skirt	Shining
Fun	Bad

Task 14: Read the following paragraph carefully and identify all the conjunctions. If the conjunctions are used to join sentences, mention whether they are subordinating or coordinating conjunctions.

India possesses one of the finest armed forces in the world, loyal, courageous **and** disciplined. The president is the supreme commander of the armed forces. In that capacity, I was always keen to know the environment in **which** our servicemen operated, their state of readiness, their problems and challenges. **As** a part of this mission, I visited a number of units of the army, navy **and** air force. My interactions with the officers **and** jawans also led me to visit units stationed in difficult terrains. Hence, I specially chose to go to Kumar post on the Siachen glacier, the world’s highest battleground, **where** our troops operate in extreme cold. I also visited the submarine operations off the coast of Vishakhapatnam, **and** flew in a Sukhoi-30 MKI at nearly twice the speed of sound. I found these exciting experiences, **and** would like to share them with you. (from *Turning Points*, Abdul Kalam).

Conjunction	Coordinating	Subordinating	Conjunction	Coordinating	Subordinating
g	g	g	g	g	g

Before we move to the next task, here is just a recap of what is said in Unit 2. Connectors are also called ‘linkers’ when they bind together two sentences that have a cause and effect relationship, summing up, or elaboration including suggesting an order. Such linkers or *because, in other words, besides, secondly*, etc. When you read books, be on the lookout for such linkers.

Now let us move on to another aspect of English grammar, which affects the words and their grammatical, rather morphological structuring. These are called affixes. How affixes are done is called ‘Affixation’.

Affix is a common word for both prefix and suffix. There is also what we call ‘infix’ but infix is not very common to the English language. Generally when compound words are

made into plurals, we have an infix. e.g. ‘mother-in-law’ becomes ‘mothers-in-law’ or ‘spoonful’ becomes ‘spoonsful’ etc. We will have exercises only on prefixes and suffixes.

Affixes are additions to words and with the affix-addition, the word can retain its meaning and grammar, or change both. So be careful when you work on the task.

Task 14. Look at the table below. It has two columns. The first column has affixes (these could be either prefixes or suffixes) and the second column has words. Some words can take more than one suffix. e.g. ‘electric’ can take –al to become electrical; or –ally to become electrically or –ian to become electrician. Your aim should be get as many words as possible from the table.

Affix	Word	Affix	Word
able	teach	ment	electric
anti	manage	semi	thought
de	legal	sub	condition
in/im/il/	nation	ly	establish
est/	industry	ful	standard
ious/ise	corporate	mis	study
ness/less	legible	pre	read

Task 15: Look at the following words and divide them into head words (main words) and show their prefixes and suffixes’

- a. Incomprehensible
- b. Circumstantially
- c. Disestablishment
- d. Penultimate
- e. Nonremunerative

Now we should move on to clauses. Clauses are also sentences. A simple sentence has just one clause, this makes it a sentence. A clause in a simple sentence is meaningful, therefore it is called an independent clause. There are some clauses, to understand which, we need to take help of some other clauses. Such clauses are called dependent clauses. Let us look at some examples.

e.g. *Sumana is a teacher.* This is a simple sentence with one clause. This is an example of an independent clause.

Sumana is a teacher, *who lives in Hoogly.*

This sentence has two clauses. The first clause is independent, but the second clause, to give proper meaning depends on the first clause, so this is called a dependent clause. The word 'who' is a connector.

Task 16: Here are a few simple sentences. All of them are independent clauses. However, you can combine them using some connectors and convert these sentences into longer sentences (complex sentences). You may write these sentences in the form of a paragraph with four or five sentences.

1. Raju is a farmer
2. Raju gets up early in the morning.
3. He goes to his fields in a tractor.
4. He ploughs the fields for about an hour.
5. He goes to the bore well and switches on the pump.
6. The water flows through the small canals.
7. He makes sure the entire field gets water.
8. The soil becomes wet and soft.
9. He calls his workers.
10. The workers sow the seeds in the soft soil.

When you combine sentences, you can get two types of longer sentences – compound and complex. What is the difference between these two types of sentences? In compound sentences, two independent clauses come together and they are joined using a coordinating conjunction. In a complex sentence, there is only one independent clause followed by one or more dependent clauses. These are joined together with the use of subordinating conjunctions. Here are examples of both types of sentences. e.g. Dhritman is an actor, *and* he acts in Bengali movies.

In this sentence we have two independent clauses. 'Dhritman is an actor.' 'He acts in Bengali movies'. These two sentences are combined with the connector 'and'. This is a compound sentence, because both the clauses are independent.

e.g. Dhritman is an actor *who* has won several awards for his roles in Bengali and English movies.

In this sentence, the independent clause remains the same ‘Dhritman is an actor’. The second sentence ‘has won several awards’. ‘Who has won the awards?’ To know this we need to go back to the first sentence. In other words, the meaning of this sentence is an extension of the meaning of the first sentence. Similarly ‘for his roles in Bengali and English movies’. This clause does not have a complete meaning. We need to understand ‘whose roles’ and also what the result of such roles is. To know this, we need to go back to the first sentence and partly the second clause as well.

Task 17: Read the two paragraphs given below and sort the sentences into three categories – simple, compound and complex. Mark all the connectors and label them.

When Kalam was the President of India, he visited several countries. During his visits, he was given a grand reception and also gifted several precious articles. He accepted these gifts, for refusing to accept them would be causing an insult to the host country and this could jeopardise our relationships. As soon as he got back home, he would have each of the gifts photographed and prepare a catalogue of these articles and preserve them in the archives. When he left the Rashtrapati Bhavan after his tenure was over, he did not even carry a small pencil with him.

In the year 2002, Ramadhan was during July-August months. It is customary for the President to host an Iftar party. He called me and asked me how much money it would cost to host an Iftar. I made a quick calculation and said it would be around twenty-two lakh rupees. He immediately asked me to use this money to buy blankets and other goods and distribute it among children in the orphanages. He asked me not to divulge this information to anyone. He stopped me from making this public. He was ready to spend from his personal earnings rather than use public money.

14.5 Summary of the Unit

In this unit we have looked at a few more tasks along with minimal inputs in terms of theory related to four different aspects of grammar – prepositions, conjunctions, affixes, and sentence patterns. The other aspects will be dealt with later. The tasks are provided with a dual purpose. The first purpose is to help the learners become familiar with types of tasks. It also provides them with some familiarity on writing rubrics for the exercises and

constructing the items in a consistent manner. The second purpose is to help them administer similar tasks in their classes for purposes of formative evaluation. The tasks suggested are symbolic and do not claim to be exhaustive. The learners would do well in using to books available in the market and in being more familiar with more tasks.

14.6 References

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Unit 15 □ Practical Tasks-3

Structure

- 15.1 Objectives
- 15.2 Introduction
- 15.3 Summary of the Units in Module 2
- 15.4 Tasks 1 to 11
- 15.5 Summary of the Unit
- 15.6 Reading List

15.1 Objectives

At the end of this unit, the learners will be able to:

- a. Revise the contents of the units of Module 2 in this course.
- b. Recall the concepts of Language Variety and Awareness.
- c. Revise the knowledge of Pedagogical Principles of Grading.
- d. Understand the concepts on grading through tasks.

15.2 Introduction

In this unit we will revise the contents of four units. These units are: Block/Situations and Grading, Pedagogic Principles of Grading 1 & 2 and Language Variety and Awareness. The first three units are from Module 2 and the fourth unit is from Module 3. First, we will begin with the summary of the units and then we will work on the tasks.

15.3 Summary of the units

Block/ situations and grading discuss the situational use of language. The unit illustrates various situations of socializing, for example, introducing self, introducing others, making a request, seeking permission, expressing disagreements and arguments, turning disagreements into arguments, complaining, describing a person. Other situational functions in the discussion are expressing gratitude, asking directions and giving directions.

Pedagogic Principles of Grading -1 introduced the terms ‘grading principles’ and ‘evaluating principles’. This unit discusses the factors of improving grading, reasons for obtaining high and low grades. With grading, all-round development of the learners can be assessed. Furthermore, grading provides opportunities for learning, to learn from mistakes, and incentives or impetus for further learning. It creates, indeed, encouragement among learners, assessing basic understanding, continued understanding, mastery and above expected standards of understanding within its patterns.

In Pedagogic Principles of Grading -2, we have learnt the parameters of grading. These parameters are: valid considerations of education for learners, identifying learning goals, giving scope for refinement, objective assessment of performance etc. It is difficult to assess the overall performance of a learner either by marks or by letter grades. Grades are converted into marks and then the grade point average is taken into consideration. GPA (total number of grade points divided by the total number of credit hours attempted) is calculated when the curricula with specific time bound academic schedules is not prepared. Then a special pattern of assessment is followed. Assessment is of two kinds. Direct assessment is assessment through tests and exams. It has measurable targets and more weightage. Indirect assessment is assessment from tasks, projects, feedback, measured through checklists, notes, surveys, and seminars and has less weightage. Indirect assessment turns failures into teachable, measurable assessment. Continuous Assessment (CA) is measured throughout the year with assignments, periodical tests and exams.

In Language variety and awareness, we have learnt a measure of knowledge about the structure of language from the sociological point of view. The unit talks of the causes of language variations across geographical, economic and cultural boundaries. From the unit we have also learnt languages in contact, and the results of language contact. Standardizing a variety and the problems in the standardizing are discussed with illustrations. The unit concludes with a note on linguistic tolerance.

15.4 Tasks: 1-12

Task 1. State whether the following are true or false with justification.

- a. A Grade is determined by how well the content is grasped.
- b. A grade is determined by how well a subject/topic is understood.

- c. It does not matter when you learn a topic, so long as you learn it.
- d. Assessments need to provide incentives for the learner to do the work to improve.
- e. Homework is practice. It does not affect a learner's grade.

Your answer:

	Proposition	Justification
a		
b		
c		
d		
e		

Task 2. Categorize the following concepts on grading principles in three ways.

- i. These skills are fundamental to the ELT class and future study on language teaching. In order to pass the learner must achieve proficiency in all of them.
- ii. These concepts more advanced skills that indicate a deeper understanding of ELT. In order to achieve a grade A, the learner must achieve proficiency in all of them.
- iii. These concepts represent the most advanced skills and ideas in ELT course. Proficiency of these ideas is a significant achievement.

Your answer:

A:	B:	C:

Task 3. Match the following

- | | |
|---|-----------------------|
| A. A single number combined out of grades | 1. Grading parameters |
| B. Subject refinement, data collection, results | 2. GPA |
| C. Improved teaching-learning process | 3. Make up exam |
| D. Administered orally | 4. Use of grading |

Your answer:

A:	B:	C:	D:
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Task 4. Calculate GPA from the following data:

Module	Grade	Credits	Points	Credit Value
Phonetics	A	4	4	12
Morphology	B	4	3	9
Syntax	A	4	4	12
Discourse	A	4	4	12
Sociolinguistics	B	4	3	9

Hint: $GPA = \frac{\text{Total grades}}{\text{Total credits}}$

Your answer

Task 5. Calculate GPA from the following:

	Grade	Grade point	Credits	Grade point (weight x credits)
Maths	B+	3.30	3.00	9.30
English	C	2.00	3.00	6.00
Hindi	A	4.00	2.00	8.00
Science	A-	3.70	3.00	11.10
Total			11.00	35.00

Your answer:

Task 6. Which of the following are not principles of grading? Justify.

- a) Clarifying purpose for grading to all involved.
- b) Clear learning goals, instruction and assessment are the basis of sound grading.
- c) Reflecting an average of performance over a period of time.
- d) Reflecting current status of achievement.
- e) Set conditions of opportunities to learn and receive feedback before grading.

Your answer:

Answer for Task 3: A 2, B1, C 4, D 3

Answer for **Task 4:** GPA = 3.6

Answer for **Task 5:** GPA = 35.00/11.00 = 3.18

Task 7. Which of the following statements on types of grading do you agree with?

Why?

- a) Grading is not essential for instruction.
- b) Grading is a thoughtful and professional judgement.
- c) The components of a student's grade are periodic test, quiz, unit test, participation/ performance, assignment, behaviour.
- d) The pass or fail system uses a dichotomous grade system.

Your answer:

	Reasons for agreement/ disagreement
a	
b	
c	
d	

Task 8. Which of the following statements are false?

- a) Language is a form of social behaviour.
- b) Language is the variety of the communities.
- c) Communities are separated into groups according to their skills of using language.

- d) Languages exhibit internal variation at phonological, morphological, semantic and syntactic levels.
- e) Differences in accent and vocabulary are tolerated within linguistic community.
- f) Language varies in geographical and social space.

Your answer:

a:	b:	c:	d:	e:	f:
----	----	----	----	----	----

Task 9. State the definitions for idiolect, dialect, sociolect, code switching from the following:

- a) A variety of language with systematic phonological, lexical and grammatical characteristics.
- b) A variety of a language unique to an individual.
- c) A variety of language use related to education, occupation, etc.
- d) The practice of moving back and forth between two languages or between two dialects of the same language.

Your answer:

Task 10. Mention the dimension of language change: regional/ social/ functional

- a) Use of double negatives in English in early 21st century : “I ain’t got no money”
- b) Portuguese and Spanish are different languages, which are mutually intelligible.
- c) Mandarin and Cantonese are dialects of Chinese but are not mutually intelligible.
- d) Scottish vocabulary, grammar and pronunciation is different from that of England

Your Answer:

Answers: a) functional, b) social, c) social, d) regional

Task 11. Which of the following is not a social language skill?

- a. Posture and body expressions
- b. Body language
- c. Maintaining eye contact and attention

- d. Staying on topic
- e. Humour
- f. Asking and answering questions appropriately
- g. Sharing news.

Your answer:

Task 12. Which of the following statements do you agree with? Why? Why not?

- A. Social function of language is the way we relate our language to our relationship with other people.
- B. Journalists indulge in discussions with people on social situations.
- C. It is how we use and communicate in a social setting.
- D. For communicating we use word meaning and word forms.

Your answer:

Task 13. Arrange the following expression of the social functions as stated in the table.

- a) It's not a very smart idea
- b) Let me do it for you
- c) Would you mind helping me?
- d) No problem
- e) Is there a post office nearby?
- f) It was nice meeting you.

Asking for help	
Introducing yourself to others	
Asking for direction	
Expressing approval/disapproval	
Offers of help	
Giving permission	

Task 14. Write the language function for the following expressions.

	Expression	Language Function
1	Is this the right way to the school?	
2	Would you mind playing?	
3	I am not very happy about it.	
4	You know what I think?	
5	That's fine	
6	I wonder if he can help me.	
7	Is it all right if I come soon?	

15.5 Summary

The unit has revised the concepts introduced in Module 2 of this course. The revision on the units on pedagogical principles of grading is introduced in the form of tasks (1-7). Tasks 8-12 are from language variety and use, while 13 and 14 is on block/situations. While working on the tasks you might require consulting the units mentioned above. A few tasks are based on subjective answers. These can be discussed in your contact programmes. To learn more on the topics, there is a reading list following the summary.

15.6 Reading List

Chambers, J.K., Peter Trudgill and Natalie Schilling-Estes. 2008. *The Handbook of language Variation and Change*. Oxford: Blackwell Publishing.

https://books.google.co.in/books/about/The_Handbook_of_Language_Variation_and_C.html?id=ihHTBQAAQBAJ&redir_esc=y

Anderson. M. and D. Larsen-Freeman. 2012. *Techniques and Principles in Language Teaching*. 3rd edn. Oxford: Oxford University Press.

Unit 16 □ Practical Tasks-4

Structure

- 16.1 Objectives
- 16.2 Introduction
- 16.3 Summary of Module 3
- 16.4 Tasks 1-12
- 16.5 Summary of the unit
- 16.6 References

16.1 Objectives

At the end of the units, learners will be able to:

- a. Revise on tolerance and use of taboo words.
- b. Recapitulate the concepts from Discourse Analysis.
- c. Recall the lesson on textual analysis.
- d. Work on practical tasks from Module 3.

16.2 Introduction

In this unit, we will revise the contents of three units. The units are Tolerance and use of Taboo words, Discourse analysis and Textual analysis. The three topics are from sociolinguistics, emphasizing and contextualising the use of language in society. They are all in Module 3 of the course. We will begin with a summary of the units and then we will work on the tasks. You might need to refer to Module 3 for working on the tasks.

16.3 Summary of Module 3

In Tolerance and use of Taboo words, we have learnt how language use is influenced by the environment around the people who use it. The use of language discussed in the unit is of a specific kind, restricted due to social constraints. Such uses of language are defined by culture and are generally avoided in polite conversations. Coded words are examples

of the specific use of language. Jargons are discipline-specific words. They are also related to specific professions. Argot is the language of a group of people which other find difficult to understand.

The unit on Discourse analysis introduced you to the use of language in conversational analysis. In this unit, we have looked, in further detail, into the concepts we have learnt in the unit “Language as Discourse” (Paper 5 Module 2 Unit 8). The speech acts are the use of language which is as real as the physical actions. The fundamental assumption of Discourse Analysis is that, meaning is exchanged with three factors: a) the participant’s belief and assumptions, b) the participant’s world of knowledge, and c) the context of interaction.

Textual analysis is the analysis of logical and consistent stretches of language found in all forms of language. The unit introduces you to the cohesive factors of textual analysis, the principles of textual analysis, and strategy of teaching textual analysis. Actively assimilating meaning from the text as a whole is the activity principle and assimilating meaning part by part is the process principle. Interpreting text structures includes recognition of structures, organization of the information details while reading and finding the sentence to sentence links.

This unit mainly deals with the uses of textual analysis, studying language and linguistics. While analysing a text, you should pay attention to the form of the written text: the linguistic choices used within the text to communicate ideas, beliefs, attitudes and experiences. Let us work on the following tasks.

16.4 Tasks 1-12

Task 1. Infer from the following text on “the aspects of language”.

“Approaching written data as discourse means not only questions of meaning and context, but also paying some attention to the linguistic form- the way language is used in the texts you are examining. That does not necessarily mean that your analysis must be highly technical, using linguists’ specialist terminology or paying attention to every detail of spelling or syntax. Outside the study of language itself, those details are only of interest if they affect the interpretation of the data in ways which are consequential for your conclusions. But there are aspects of language which it may be important or interesting to

look at, even though language itself is not the focus of your investigation.” (Cameron and Panovian 2014, p. 155)

What can be the other aspects of language?

Your answer:

Task 2. Find the language markers that are used for the logical flow of arguments.

A good way of ridding yourself of certain kinds of dogmatism is to become aware of opinions held in social circles different from your own. When I was young, I lived much outside my own country- in France, Germany, Italy and the United States. I found this very profitable in diminishing the intensity of insular prejudice. If you cannot travel, seek out people with whom you disagree, and read a newspaper belonging to a party that is not yours. If the people and the newspaper seem mad, perverse, and wicked, remind yourself that you seem so to them. In this opinion both parties may be right, but they cannot both be wrong. This reflection should generate a certain caution.” (Russell, 1950)

Your answer:

Task 3. Find coreference from the following text.

I had called upon my friend, Mr. Sherlock Holmes, one day in the autumn of last year, and found him in deep conversation with a very stout, florid-faced elderly gentleman, with fiery red hair. With an apology for my intrusion, I was about to withdraw, when Holmes pulled me abruptly into the room and closed the door behind me.

“You could not possibly have come at a better time, my dear not Watson,” he said, cordially.

“I was afraid that you were engaged.”

“So I am. Very much so.”

“Then I can wait in the next room.”

“Not at all. This gentleman, Mr. Wilson, has been my partner and helper in many of my most successful cases, and I have no doubt that he will be of the utmost use to me in yours also.” (Conan Doyle, *The Red-Headed League*)

Your answer:

Task 4. Analyse the descriptions from the following text.

About half-past five one afternoon at the end of June when the sun was shining warm and bright into the large courtyard, a very elegant Victoria with two beautiful black horses drew up in front of the mansion.

The Comtesse de Mascaret came down the steps just as her husband, who was coming home, appeared in the carriage entrance. He stopped for a few moments to look at his wife and turned rather pale. The countess was very beautiful, graceful and distinguished looking, with her long oval face, her complexion like yellow ivory, her large grey eyes and her black hair, and she got into her carriage without looking at him, without even seeming to have noticed him, with such a particularly high-bred air, that the furious jealousy by which he had been devoured for so long again gnawed at his heart. He went up to her and said: "You are going for a drive?"

She merely replied disdainfully: "You see I am!" (Guy de Maupassant, *Useless Beauty*)

Your answer:

Task 5. Find the sequence markers from the following text.

Eight years before he had seen his friend off at the North Wall and wished him God-speed. Gallaher had got on. You could tell that at once by his travelled air, his well-cut tweed suit, and fearless accent. Few fellows had talents like his, and fewer still could remain unspoiled by such success. Gallaher's heart was in the right place and he had deserved to win. It was something to have a friend like that. (Joyce, *A Little Cloud*)

Your answer:

Task 6. Identify the problem, cause and solution.

Every afternoon, as they were coming from school, the children used to go and play in the Giant's garden. It was a large lovely garden, with soft green grass. Here and there over the grass stood beautiful flowers like stars, and there were twelve peach-trees that in the spring-time broke out into delicate blossoms of pink and pearl, and in the autumn bore rich fruit. The birds sat on the trees and sang so sweetly that the children used to stop their games in order to listen to them. "How happy we are here!" they cried to each other.

One day the Giant came back. He had been to visit his friend the Cornish ogre, and had stayed with him for seven years. After the seven years were over he had said all that he had to say, for his conversation was limited, and he determined to return to his own castle. When he arrived he saw the children playing in the garden.

"What are you doing here?" he cried in a very gruff voice, and the children ran away. (Wilde, *The Selfish Giant*)

Task 7. Identify the taboo words from the following pairs. We often use these words.

a) Students always argue against that detail.

Alternative: students frequently/ commonly/ typically argue against that detail.

b) The perfect answer to the problem.

Alternative: An ideal answer / one of the best answers to the problem.

c) The model is very important.

Alternative: this model is important/ critical/ crucial.

Your answer:

Task 8. Add taboo words to the following pairs of sentences.

a) Today was difficult/ somewhat difficult for me.

b) Many / several/ a great number of sources.

c) The results were somewhat significant/ significant to some degree.

d) From 1800 until 1918.

Your answer:

Task 9. When unfavourable or prejudiced statements are used, the reason can be:

Gender, political opinion, social class, age, religion, sexuality, race/ ethnicity, social class, or other personality characteristics.

What the reason of the use of taboo words in Task 7 and Task 8?

Your answer:

Answer Task 8: a) A bit, b) a lot of / a couple of, c) kind of/ sort of, d) till

Task 10.

Which of the following statements do you agree with? Give your reasons for agreeing:

a) Taboo is a prohibited action.

b) Taboo is a social or cultural prohibition.

c) Disregard for taboo is a deviant act by society.

d) Taboo is putting a person or thing under permanent or temporary prohibition.

Your answer:

Task 11. Write the full forms of the following mail jargons.

1. BTW –
2. IMHO –
3. FAQ –
4. MOTD –
5. CYA –
6. HTH –
7. FYI –
8. PFA –

Your answer:

By the way, in my humble opinion, frequently asked questions, message of the day, see you around, hope this helps, for your information, please find attachment.

Task 12. Match the English slang words:

- | | |
|---------------|-------------------------|
| a. Nuts | 1. Great, awesome |
| b. Swag | 2. Guy |
| c. Rocking | 3. Self-confidence |
| d. Dough | 4. Crazy, mad |
| e. Cushy | 5. Money or cash |
| f. Airhead | 6. Die |
| g. Gig | 7. Comfortable and easy |
| h. Croak | 8. Dumb person |
| i. Dude | 9. Very annoyed |
| j. Pissed off | 10. Job or work |

Your answer:

a.4; b.3; c. 1; d. 5; e. 7; f. 8; g. 10; h. 6; i. 2; j. 9

16.5 Summary of the Unit

This last unit of the course is designed for practical tasks on the concepts introduced to you in three units (10-12) of Module 3. There is a summary of these units in the beginning. The tasks are on textual analysis, language variation and change and discourse

analysis. Working on the tasks would require recapitulation of the units of Module 3 and group discussions in the contact programmes.

16.6 References

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NOTES
